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ABSTRACT

This book is the result of position papers presented at a two-week colloquy dealing with the child of the migratory laborer, and held on the campus of Cheyney State College from June 24 to July 5, 1968. This colloquy was made possible through federal funds provided under the Migratory Amendment, Title I, ESEA. The objective of the conference was to have consultants and participants pool ideas in an effort to improve the education of that student who is the child of the migratory laborer. After the problem areas were defined and the needs of the migrant ascertained, each consultant was requested to prepare a paper relating his area of expertise to one particular aspect of the problems confronting the migratory child. Participating in the colloquy were 13 consultants and 24 educators who were currently teaching migrant children or who had an interest in this particular type of student. Of the 37 papers presented, 22 were selected by the editor as representative of the four areas of concentration: "The problem defined: Educational needs of the child of the migratory laborer"; "The family and community of the migratory laborer"; "Language barriers facing the student who is a migrant"; and, "Suggested curriculum, methods, materials and programs for educating the migratory student." (Author/JM)

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ANOTHER 'DISADVANTAGED' DIMENSION:
EDUCATING THE MIGRANT CHILD

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Cheyney State College,
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To: Those Who Conducted And
Participated In Project: The Migrant Child

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EDITOR'S FOREWORD

This book is the result of position papers presented at a two-week colloquy dealing with the child of the migratory laborer, and held on the campus of Cheyney State College, Cheyney, Pennsylvania from June 24 to July 5, 1968. The colloquy, directed by Dolores J. Cooper, was made possible through federal funds provided under the Migratory Amendment, Title I, ESEA.

Participating in the colloquy were thirteen consultants and twenty-four educators who were currently teaching migrant children or who had an interest in this particular type of student.

The objective of the conference was to have consultants and participants pool ideas in an effort to spread understanding and to better the education of that student who is the child of the migratory laborer.

After the problem areas were defined and the needs of the migrant ascertained, each consultant was requested to prepare a paper relating his area of expertise to one particular aspect of the problems confronting the migratory child.

Each participant was requested to research an area of interest and to translate this research into a position paper.

Of the thirty-seven papers presented, twenty-two were selected by the editor as representative of the four areas of concentration: The problem defined-Educational needs of the child of the migratory laborer; the family and community of the migratory laborer; language barriers facing the student who is a migrant; and suggested curriculum, methods, materials, and programs for educating the migratory student.

CHAPTER 1

INTRODUCTION TO THE ISSUES

by Anthony F. Pinnie

This collection of readings is based on the conviction that serving the special educational needs of the child of the migratory laborer requires a special kind of effort on the part of the community, school board, school administration, and most of all . . . the teacher.

The migratory child is a particular kind of disadvantaged student. He often has three strikes against him when he enters the batters box: a language problem, a racial problem, and an educational handicap (since he is usually behind in school as a result of moving). This situation is compounded by the fact that he is usually never in one location long enough for anyone to help him attack his problems.

This book asserts that teaching this particular type of child is a complex activity, that it demands a plurality of approaches, that we must continually expand what little knowledge we have on the subject, and that an anthology needs a structure and thrust which will encourage the reader to explore systematically the several themes presented.

– It is hoped that those responsible for educating the migrant will find this collection useful as source material to supplement what little exists on the topic.

– It is hoped that this book will serve to encourage some to study the plight of the migratory child further.

– It is known that this collection makes no attempt to cover the subject comprehensively.

I have focused on several selected vantage points on the same topic in an effort to broaden the reader's scope.

The editor has titled the four parts as follows: PART I – THE PROBLEM DEFINED: EDUCATIONAL NEEDS OF THE MIGRANT CHILD; PART II – THE FAMILY AND COMMUNITY OF THE MIGRANT; PART III – LANGUAGE BARRIERS

FACING THE STUDENT; and SUGGESTED CURRICULUM, METHODS, MATERIALS AND PROGRAMS.

Part I defines the problem facing the child of the migrant farmer. It points out the fact that farming is currently undergoing technological, economic, social, and political upheaval. Because of this upheaval a "flight from the land" is contributing to the already multitudinous urban problems. One reason for this flight is the lack of educational opportunity for the children of those who move from farm to farm, toiling the fields. This section brings out the need for repairing the self-concept of this child. It indicates what the federal and state government have done in an effort to meet the needs of these children who are neglected in areas cited.

Part II stresses the need for understanding the make-up of the migratory child's home, community, and value system in an effort to deal with the total child in a classroom setting. The selections cover each area and point out how they hold implications for teaching and guiding this child in his daily activities. According to this section, psychological effects of his environment are manifest in his behavior both in and out of school.

The readings in Part III define the language problems of this child and offer suggestions to help him overcome these problems through techniques involving various modes of communication.

Part IV directs its attention to the "gut" issues of the colloquy: curriculum, methods, materials, and programs that hold implications for better educating this type of student.

In this section, a guidance program is outlined, suggestions are offered for teaching specific subjects, and the importance of the library is stressed. A round-table discussion of the problem is presented as a culminating selection.

PART I

THE PROBLEM DEFINED: EDUCATIONAL NEEDS OF THE CHILD OF THE MIGRANT FARMER

This section consists of the following chapters: Chapter 2, "Henry's Shoes," by Seth B. Hendricks, an 8th grade teacher who has had practical experiences in working with migrant children; Chapter 3, "Keynote Address – A Charge To Those Who Teach The Migrant" by Dr. Bernard Valdez, Manager of the Department of Public Welfare, Denver, Colorado; Chapter 4, "The Role Of The Federal Government In Migrant Educational Programs" by Jack Hyams, Curriculum Development Specialist, Migrant Educational Programs, Department of Public Instruction; and Chapter 5, "A Portrait Of Neglect," by Reverend Theodis Clark, a periodic instructor of migrant children, Coatesville, Pennsylvania.

In Chapter I a stirring narrative about the values of Henry, a five year old, sets the tone for the entire book. This true story symbolizes the plight of the migrant child when it cites what Henry's most pressing "educational" need was – a pair of shoes, old or new. Hendricks states . . . "it was just a pair of shoes to most children but to Henry, it meant much more – he could go to school dressed like other kids."

In Chapter 2 Valdez, who is a product of the migrant field, charges educators by setting the tone from a philosophical point of view. He states that since there have not been many changes to assist the migrant in the past, we need to inculcate educators with a sense of commitment so strong that the public will raise-up and demand a change. Valdez offers a method of training teams rather than individuals in an effort to combat this problem more effectively.

Jack Hyams, in Chapter 3, specifies how and to what degree the federal government has become involved in this problem by citing legislation and programs holding implications for the education of the migrant child.

In Chapter 4 Reverend Clark, who has worked directly with the migrant, points out areas of neglect. Through his personal experiences he relates how teachers feel toward this type of child.

CHAPTER 2

HENRY'S SHOES

by

Seth B. Hendricks

It was 8:30 on a cool, damp morning in the middle of July, 1967. I stood outside the Cochranville School waiting for the bus which would bring the migrant children to their summer school. This would be my second year to do so and I was looking forward to seeing my little "amigos" again.

We were saying that the children would be quite surprised at their new quarters as in the past they had sessions in an abandoned building next door which had been the old West Fallowfield High School, built in the late 1890's. Their new quarters would fit their needs much better and we are quite grateful to the Octorara School District for letting us use these facilities, gratis.

Mrs. Theodis Clark, the Dietician, had a nice hot breakfast of oatmeal, cookies, fruit juice and milk waiting. The school provides for breakfasts and lunches and the children look forward to them. Along with the meals the children learn basic manners such as washing their hands, saying grace and using their napkins. The boys and girls have an older child at the table, and he or she sees that the noise is kept to a minimum and that the table is cleared properly.

The bus pulled in and 50 children bounded off, some Puerto Rican and some Negro. We lined them up and after silence was attained, Mr. McGeehan, the principal greeted them. He then showed them around the school and explained the new facilities and how to use them. It was while he was explaining the school rules, with the aid of an interpreter, that I noticed a little Negro boy. He was poorly clothed and had no shoes on. He was holding the hand of his older sister, and staring in wild eyed amazement. His baby sister, about three and a half was clinging to the older sister's leg. The older sister had shoes but they were very worn. I asked them their names. This was my first introduction to Henry, Mary, and little Dianne and their plight. On the following pages, we will look at their background and the steps taken to alleviate their problem a little and explain how Henry received his first pair of shoes.

Henry was the second youngest of five children. He had just arrived the day before school started and was lodged in one of the fly infested "cubicles" at the Migrant Camp. The trip from Florida had been a rough one as money was scarce because of the poor tomato crops. There had been a drought in Florida that Spring causing a lot of damage to the tomato crop. Things hadn't been too good on the way up the coast, either. As it would turn out, the tomato crop would not be best this year in Pennsylvania either. The workers could not pick because of the rainy weather.

The crew leader provided and charged for the meals which were prepared by his sister-in-law. The meals were served in a small concrete block building, in shifts, if all the workers were served at once. This explains the reason for lack of proper clothing because money had to be used for food. Henry's parents were glad that at least two meals would be provided at the Migrant School, thus all of their meager earnings would not be used up entirely.

Henry's family planned to stay until the potato crop was harvested. This would keep them in Pennsylvania until sometime in November. We wondered what Henry and his family would do when the cold autumn weather came. They probably would enroll in school and be poorly attired and cold or would not go to school at all because of the lack of proper dress. The latter would probably be the case and here would be another lost cause.

I went home that evening pondering this case. My son was about Henry's age which was five. My wife and I decided that as a "stop gap" measure, a pair of Billy's shoes would fit. So the next morning I took the shoes to school, along with a couple of outfits of shirts, shorts, socks and a light jacket. The other teachers found clothing for the two girls. When I arrived, I called Henry away from his Pre-school group and took him to the office. The clothing fit, but alas, the shoes were about two inches too big. I was going to take them back, but Henry protested. What could I do now? I put paper in the toes of the shoes and slipped them on over his newly stockinged feet. While doing so, I noticed a running sore on his legs from which the flies refused to stay away. I thought what must life be like at the camp where sanitary conditions are not the best. With the aid of the primary teacher we alleviated the condition as soon as possible with antiseptics. We were quite pleased when by the end of the session, this sore was quite along the road to healing.

I took Henry's hand and we walked back to his group. He was so taken with those shoes that when my back was turned he kept walking out of the all purpose room, outside and back into the hall toward the office. I heard a thump, thump, thump up the hallway, the doorknob was rattled a few times; the door finally was pulled open; and there stood Henry. He walked in and sat down on a chair beside the desk and stared at me; then he smiled. He and I talked a few minutes and then "we" decided it would be best if we returned to his class. This scene was repeated twice more before lunch as he kept sneaking out of his room and coming to the office. The third time I let him stay until lunch. That afternoon, Henry spent walking the macadam in his "new" shoes, while the other children played games.

A few days later we were informed that a portion of the allocated Federal money was to be used to purchase one new outfit for each of the children. This would include: a shirt, trousers, socks, and shoes. Those who were to remain until November received jackets with hoods.

The enrichment program was successful last year. It included basic education, speech therapy, field trips and arts and crafts. The field trips included visits to the Philadelphia Zoo and swimming parties.

On the last day of the session, we prepared for our night to recognize the students for their work and citizenship. On this day we also issued the new clothing to be worn that night. It turned out to be a successful evening for children, parents and teachers. The boys and girls prepared a show which included: singing, a fashion show featuring the articles the girls had made, and awards for outstanding achievement. Amidst all of this activity, I glanced at Henry and he was just sitting and admiring his shoes. I wondered what thoughts were going through his head. It was just a pair of shoes to most people but to Henry, it meant much more; he could go to regular school dressed like other kids now.

I think most of us know how it is to desire something and we are not able to afford it. They might have been luxuries such as; a wagon or train. Here was a child in affluent America desiring a necessity of life? shoes. I'm looking forward to our summer session this year and to seeing Henry again. I hope we've helped a little to better his way of life.

CHAPTER 3

KEYNOTE ADDRESS: A CHARGE TO THOSE WHO TEACH THE MIGRANT

by Bernard Valdez

The job I have this morning is to attempt to set the tone for the discussions that you will be dealing with in the next couple of weeks. I shall try to do this from a philosophical, rather than an informational point of view. The reason for this is that I think we need in America, a sense of commitment so strong that the American public can rise up and create a change in the kind of situation we have in our society.

It has been more than thirty years since Derrick McWilliams wrote *Factories in the Fields,* and when the apologies for conditions existing for migrant labor of that day began to come forth, we got *Grapes of Wrath* by John Steinbeck. This book so dramatized the conditions in agriculture, that the apologists of that day decided they did not want to apologize any longer. They chose instead to forget.

It has been more than ten years since Ed Morrow prepared the film "Harvest of Shame." As this tremendously moving documentary flashed across the country, Americans were shocked. But, we Americans are a peculiar lot, we act and behave on emotion, and once that emotion is spent, we settle down to our old comfortable way of life.

To me, as a product of the migrant field, I cannot help but become emotional whenever I begin to talk about this subject. I get emotional because nothing seems to have changed. In fact, the only thing that has changed from my childhood and my experiences as a migrant child and young adult are the numbers. The conditions of deprivation, of lack of housing, of lack of opportunity, of no wages, all remain the same. They do not change. I have with me a clipping from our Denver daily newspaper, The Denver Post, dated June 16, 1968 and I would like to read just the beginning of that article. It begins like this . . . . . .

> "Marcellino Carrera is looking forward to working in North Dakota again this year. He said that life there would be better than it is in Colorado. He expects that his wife and mother will get over the dysentary that has plagued them during the time they have worked in the sugar beet fields in Bolder County. He looks forward to not sitting on the cracked board of a pugent and fly-ridden privy, or dripping water from a tall square can to bathe himself.
>
> Carrera will be free of the privy's inconvenience in North Dakota. His five children won't play around an open cistern there, and he won't see the pieces of broken toy cars lying in the bottom of the cistern from which he draws his drinking water, trying not to scoop up the insects, dead and alive, that float on top of the murky water and, he will be out of the barren wood shack with broken windows and torn screens he now calls home. Instead, there will be a modern trailer house with hot and cold running water, a toilet and shower, beds with clean linen, and furniture in good repair waiting for him.
>
> Perhaps most important to his wife, Maria, he said, is that the farmer's wife in North Dakota will cuddle her children and treat them as her own. In Colorado, the farmer's wife won't touch her children, he said.
>
> In North Dakota, Carrera said, they will still do back-breaking work from dawn to dusk, but if all goes well, each of the five adults in the family of nine, might make $125 a month."

This article was written as a result of the disputes we were having in Colorado about two weeks ago regarding a proposal to our state health department to set up standards of sanitation in camps in the State of Colorado.

As a result of this kind of story, our state health board on last Tuesday passed some new regulations setting up housing standards for migrant workers in our state. With the passing of new regulations for housing and sanitation standards, the Board of Health has cleared their consciences. They are fine people in this Board of Health, and I am certain they were sincere when, in spite of tremendous opposition from the people concerned with agriculture, they were able to pass a more forceful regulatory policy. But when you come down a little lower, you discover the enforcement of the regulations has not been improved, that there are probably 10,000 housing units for migrants in our state where the status of their camps has not been improved at all.

When conditions of bad housing are found, the grower or the employer is warned and given so many days to improve the situation. By the time that deadline is passed, the need for the workers is also passed. We've been doing this now for fifty years, and the migrants have been moving from one bad situation to another. Nothing much has happened.

Now, most of you are educators, and I know nothing about the kinds of circumstances under which you will have anything to do with migratory workers and migratory children. Some of you, I suspect, will be teaching in schools where migrant children attend. Some of you may be teaching in camps where migrant children are present. The biggest problem the migrant child has when he meets with middle class people who come to his setting to try to help him learn is the tremendous sense of inferiority complex which he acquires because he is without roots. The thing that I find with most educators dealing with disadvantaged people is that they are attempting to find gimmicks; a new way to teach math, or reading. While I'm not against innovative ideas in education, there's one little bit of ingredient that I would like to recommend to you who are going to be working with migrant children. It's that little ingredient that repairs the self-concept of a little child, a little child who has never known a home, a little child who is meeting strange children several times a year during his school experience, a little child who doesn't dress as well as the other children in his school, a little child who knows he doesn't have the sanitary facilities to keep himself clean and to bathe as often as he should, a little child who has strange ways about him, a strange language and strange expressions, a little child who is laughed at by his peer group. Only one who has been in that situation and who understands the humiliation of being different can appreciate what happens when a school teacher, or any other adult for that matter, seems to understand, seems to use the right kinds of words which begin to repair the lack of self-concept and self-appreciation. You as teachers, as individuals, have an opportunity to play that role every morning as that child walks into your classroom. For until you have repaired that self-concept in the child, regardless of all the techniques in the world that you have learned about teaching, you will be facing a deaf ear; a resistance you cannot crack. But, when you make that child feel wanted, when you make that child feel that he can learn, that you have all the confidence in the world in him, that child will respond. From within that well of neglect, there will come forth a feeling of response that only those of you who have had that experience with children will be able to appreciate fully.

One of my greatest concerns at this time, is that even though a great deal of Federal money has been directed to institutes of education in the past three or four years, and a large amount of time is being spent by educators all over the country in the process of trying to learn the technique of working with disadvantaged people, it is being done without any correlation. We are trying to prepare teachers individually in a very scattered, shot-gun approach. My contention is that we are not really going to be able to solve the problem of dealing with poverty children until we train teams. Teams composed of those people who understand the goals and the problems, who have the same enthusiasm, spirit and commitment. We cannot do it individually, the machine is too big and the system too rigid. All we often do with individual teachers is to expose them to frustration, and frustrated teachers are worse than nothing at all. They become enemies to themselves in fact.

In Denver, I have had the privilege of being on two equality councils appointed by the Board of Education. One of these councils made some recommendations to the Denver school system. They recommended that we experiment with two schools, one in a predominantly Negro community and one in a predominantly Mexican-American community. Of course, we would need to put a very large amount of funds into this concentrated area. As you know, in most school districts, all of the Title I, II, and III monies have been scattered over a series of target schools on a percentage basis. This is really of little or no help. Nothing ever changes. We put a tape recorder here, an extra aid there, and a few materials in another school. This is not nearly sufficient. Denver accepted our recommendations, and we began our program by having some in-service training; workshops for the faculties, with their principal as the head, not outsiders. The teachers began to ask themselves some questions, such as, "Do I fit into this type of a community?", "What are these children looking for?", "What kind of a life do they have?", and "What kind of motivation do they receive from their families?" They did a community survey to find out about the ethnic, the cultural, the economic, and the social conditions of their school neighborhood. As a result of this inward look at themselves, a tremendous amount of enthusiasm began to build up within the faculties. The school district hired community workers from the indigenous population of the target schools and they began to organize the neighborhood and to bring the neighborhood and the schools together.

These programs have been in effect for slightly over two years, and during this time, I have seen the cold institution of education change in these communities from one of being the enemy to one of being the friend. This is because the community organizers, the community aids, are not concerned only with bringing Johnny to school. They are concerned with finding the problems responsible for his not coming to school. They are concerned with finding food for that family, if that is what they need, with arranging for a funeral or a death in that family, taking those parents to whatever agency is available to give them some help in finding a job for the head of the household. They are concerned with the day-to-day problems of the family. There is a tremendous psychological change in these neighborhoods in terms of their relationship to the school. This, to me, is where we in education have missed the boat. For the most part, teachers of disadvantaged children are working at opposite ends from what the families of these children are working at. Of course they verbalize, I want my children to be educated, but culturally, they are contributing nothing towards making that a fact. This is because, to them, the school is the enemy, the establishment they fear. If this is true of the urban poor, it is especially so for the migrant poor. People who have no roots, people who are kicked around, discriminated against, and denied access to many things. As a child, I was reared in a community where everyone was like me. Even though my family was poor, we were small farmers, in that kind of environment, I was home. I had a sense of belonging, a sense of being. Then we moved and became migrants. I lived in communities where I was an outsider, and only an outsider can properly appreciate the feelings I have mentioned above. The feelings of being out.

I recall some of my early experiences as an outsider . . . . The day I entered a strange school, the first day another child called me a dirty Mexican, and discovering that these two words went together in this culture. My method of defense was to start fighting back. A child, any child, goes through this process of fighting back. To his teacher, his parents, and the adults in the community. We must find the key to help keep that child from fighting back. For, until he stops fighting back, he can't receive. You as educators have this responsibility upon your shoulders to prepare that child to receive, and you can do it. When you have done this, you are truly educators.

CHAPTER 4

THE ROLE OF THE FEDERAL GOVERNMENT IN MIGRANT EDUCATIONAL PROGRAMS

by Jack Hyams

The first and most important question I will try to answer for you today is, what is a migrant child? In educational terms, he is a child (pre-school 17 or 18) who moves with his parents or guardians from a home base "state" to another state or states where his parents (or guardians) are securing or acquiring employment in agriculture or agricultural activities, including canning.

The vast majority of migrants never receive the amount of education they need in order to participate and compete in today's society. One million persons were nationally employed as migrant workers 10 years ago. Their average income was $900 – it is closer to $1100 now. Schooling for the migrant amounts to approximately ninety days a year . . . . the normal minimum of attendance is about 180 days a year. One-third of those migrants over 25 have a fourth grade education or less. An additional forty-three per cent have reached an eighth grade education level. Because of their limited time in the classroom and the lack of proper family motivation, these children usually perform from two to three grades below the academic level of the school.

In 1965, ESEA legislation was passed, and aid for the children of families earning under $2,000 a year became available. Unfortunately, this did not include migrant children. However, 1966 brought a migratory amendment to the Title I, ESEA (P. L. 89-750) Grant. Nine million dollars was provided during the 1967 fiscal year to the forty-seven states having a migrant population. This year, the amount was increased from nine million to forty-six million. This is the most significant increase in funds in the history of education. An admendment for a pre-school program has also been added to this recently.

One in every five migrant children in North Carolina are ready to enter school at the age of five. Their mental age is about eleven to sixteen months below the chronological age they have reached. These children come from homes where there are no children's books. Usually their mother works outside the home and has other children to care for. Most are eligible for special classes because they underscored on I.Q. tests – these tests are, of course, made for middle class children.

A questionaire sent to forty-seven migrant states showed that many of these states often did not supply the requested information because they did not have the totals needed to complete the forms. This questionaire did show that migrants could be accepted in only twenty-two states for regular school terms. Some offered summer terms. In most instances, the schools could not offer to have very many of these children.

I would like to mention at this point, that some of the allocations for these people have been in 1967, $82,128 for 1,181 migrants. This year, $327,346 has been allocated for 1,182 migrants. Recommendations applying to their inter-state travel have been made to help assure their safe transportation from camp to camp. Here in our state, the State Police regularly visit the migrant camps. Also, there are several migrant information centers across the Commonwealth. School districts may submit a listing of the migrant children they have, and receive from one to forty dollars maximum aid for each migrant child.

The migrant child is conscious of one very important aspect of the way you approach him . . . . he knows when you are sincere. Do not feel sorry for him, he is not looking for sympathy . . . . he is searching for understanding. You will notice before long, that he is very shy, and often feels unaccepted. Because of his rootless background, he is subject to a marked increase in fears when he starts school. The migrant child definitely does not have a healthy self-image.

As teachers, you must realize that reading readiness will come only after he has mastered the oral vocabulary needed. It has been shown that there are teenagers in this group who are at second and third grade reading levels. Teachers sometimes do not understand that his concepts are limited because of his cultural and language background. His educational background has had little continuity. You do not know the kinds of educational contacts he had before, including his previous health records. Florida has a records transferring system whereby the migrant child is given a copy of his record to bring with him to his new school. Should he lose this copy, there are others available in the State Department office. All of the east coast will be using these forms soon. For information, you may write to: Mrs. Minnie Fields, State Department of Education, Tallahasse, Florida. You may contact Mrs. Fields for record transfers also.

Another recent development in our program to aid the migrant and his family is a government committee on migratory labor which has started a program for the children. This program provides $25 per child for clothing when needed. Health funds have also been submitted. Staygrants, those who earn or save enough to remain in one place for any length of time, may still receive funds if they are considered migratory.

Finally, I would like to mention that there are many other workshops being held this summer for researching better ideas on ways of aiding the migrant and bettering his life.

CHAPTER 5

A PORTRAIT OF NEGLECT

by Rev. Theodis Clark

While preparing my presentation for *Project – The Migrant Child,* I could not help but think of the words, "children without roots", which seem to characterize the total plight of the migrant children.

300,000 American children are caught up, year after year, in rootless migration with parents who, because of poverty and a lack of education, find themselves submerged in the migrant stream. Because of protection by child labor laws, and because of the underlying pressure to seek jobs in scorching fields, these children are forced to work in order to keep the family income to minimum poverty. This being the case, we can truly say that these children are the most exploited workers in our nation. Closed out as non-residents in the minds of health and welfare service representatives, these rootless children are the most neglected in this the land of plenty; becoming social targets and victims of a community indifference. These children are the most under educated of all American children. Poverty serving as a catalyst, and migrancy as the only hope for survival, makes these children the most economically, socially, and educationally deprived children of the nation.

I ask this question of you as an interested group, "Have you seen a migrant child, and in your seeing have you wondered perhaps who he was, and where he was headed?" In augmenting what I said previously, he is Americas most forgotten, most disinherited child. He can be found in almost all of the 47 states where the scorching fields serve as his seasonal home. This forgotten child travels sometimes 1,000 miles in dilapated trucks and buses in order to find a field fully saturated with green heads and vastly populated with minute nets and mosquitoes. These and many other contrary forces meet these rootless children as they embark upon the threshold of a tiny cubicle on Mr. John Doe's farm.

Perhaps the single greatest area of neglect is in the field of education. It is true that few states in this nation of ours make any attempt to get and keep the migrant child in school. Also, we find that there are few state which have any special educational services such as the summer school sessions that are adopted to his needs and limited abilities. Because of his mobility, we find the migrant child usually retarded in achievement - from two to three years. I am not stating nor am I referring, that he is ineducable. He could learn and become well educated if these intervals of his life were dispelled. The migrant child is frequently further handicapped by virtue of being culturally disoriented to the teaching materials which are in common use. Since he has seldom felt a sense of achievement, we find him suffering from insecurity. One of the truisms of migrant life, is that the migrant child is not often found in the classroom. When he does present himself, he presents a portrait of a nation's neglect and indifference. Attending school for a period of from one to five months at the most and sometimes not at all, seems to be a prerequisite of retardation in grade achievement. Furthermore, the migrant child requires special attention from an already overworked teacher who frequently lacks the experience and the understanding needed to cope with the problems associated with cultural deprivation.

Due to the fact that the migrant child comes to us as a package of conditions and responses, we should strive to prevent the problems which have tendencies to retard or slowdown the progress of the whole class and consequently create new problems for the school and the community. An unfortunate combination of coexisting factors produces a perversive feeling of indifference in regard to the educational needs of the migrant child. We find that ignorance of the prime factors causing the problems relating to the migrant in our various communities, often extends from the state legislature all the way down to the local school district. We find that many responsible individuals believe in a philosophy which seems to be the popular password of today – "I don't want to be involved." Because of their not wanting to be involved, these responsible individuals seem to believe that the education of migrant children is a direct responsibility of someone else; another community, another state, even the federal government. Therefore, the migrant child, as an individual, has little opportunity for continuous schooling. His education becomes a catch-as-catch-can process. The migrant child's parents seldom have residence status in any community. Not infrequently, this means that he does not qualify for health and welfare services, nor as a voter.

In returning to the question asked, "Who is the migrant child?" He is a Negro youngster who hails from the deep south. He is the Spanishspeaking "nino" who glides in from the valleys of Texas or from the shores of Puerto Rico. He is the shy "un Puertoro" who hails from the island of Puerto Rico in hope that his parents will find a better way of life. He is the Spanish staygrant from the sunny shores of Florida; and finally, he is the tow-headed lad whose very speech betrays his heritage. He is a rejected stranger to the American community. The unconscious supplient to a nation's golden dream.

In 1965 and 1966, limited funds for education of migrant children were finally made available by the OEO and the ESEA to the state departments. Although the OEO Program has made a showing in this respect, it is far from adequate to meet the tremendous need. We found that in 1967, there were some 7,500 agricultural migrant workers in over 395 of the camps, in 33 of Pennsylvania's 67 counties. Training colleges such as Shippensburg, Edinboro, Cheyney, Bucknell have workshops so that teachers might acquire the understanding and the proper knowledge for dealing with these children as they come into their classrooms. Some $38,000 dollars was allocated for the training of teachers as to the awareness and needs of these forgotten people. This year, the amount was to be increased, I believe to a minimum of $118,000. In 1966, more than a billion dollars was authorized by Congress for Title I of the ESEA to provide for the special needs of disadvantaged children and there was reason to believe that the nation's largest segment of disadvantaged children were the migrant children. This did not appear to be the case during the first year of the ESEA's operation. It was reported by the National Committee of the Education Commission for Migrant Children, that of the more than 40 states who used the services of migrant workers, only 14 states reported use of the Title I, ESEA funds either in regular or in summer school terms during the calendar year of 1966. We also found that Title III B, the funds of the OEO Act, was directly responsible for the operation of some 45 or more education oriented day camp programs in 26 of our states. Late in 1966, an amendment of the ESEA was passed by Congress to provide, on state allocation, separate funds for the migrant children.

I believe it amounted to some 40 million dollars. Like all budgets, it suffered a cutback to nine point seven tenth million dollars. In order for the State Department to qualify for these funds, it was necessary for them to submit a state plan to the U. S. Office of Education for approval. Upon approval by the U. S. Office of Education, the State Department became the approved administrative agent or agencies for the program in that state. It then becomes the job of the County Superintendent to put the wheels in motion as to how he sees the need in his county.

Because this process includes a little time and paper work on the part of the County Superintendent, we find that they become lax and reluctant in initiating the program in their county. When this occurs, the U. S. Commissioner of Education can, by law, make special arrangements with other public or non-private agencies to conduct such programs. I would like to further augment the fact that most migrant children come to us from schools free of grade records and even health records. It is the duty of the chaplain who serves as representative of the people to see to it that grade records and health records of those who attend our migrant summer sessions are forwarded to their home-base schools.

One of the most deplorable sights that I have ever seen was a migrant group living in a dilapidated, run-down, abandoned bus. This was not an optical illusion, but simply a verbal replica of injustice. It is true that some of the migrant camps are so hidden behind forrestry and seemingly non-passable stoney roads, that even the state inspectors find it rather difficult to locate them. So, I ask the question, "When will the American public wake up to the realization of the great need which is truly on exhibition at this very moment?"

We can all play a great part in helping the migrant to find his way and realize that togetherness will cause justice to run like a mighty stream, and that freedom from poverty and injustices will inevitably become a reality.

In closing let me say this; I beg of you as teachers to see that the responsibility that is placed upon our shoulders as educators, as we go on with a renewed determination to do something - to play our part in helping to breakdown this social order to such an extent that these people and their children may become a very important factor in our social, cultural, and economic way of life.

PART II

THE FAMILY AND COMMUNITY OF THE MIGRANT

This section consists of the following chapters: Chapter 6, "The Value Systems Of the Migrant," by Bernard Valdez; Chapter 7, "The Migrant And The Community," by Jerome Selinger, National Teaching Fellow in Sociology, Cheyney State College; Chapter 8, "Health And Welfare," by Maude M. Bagwell, a former teacher of disadvantaged students; and Chapter 9, "Self-Help Housing," by Miriam Reese, a teacher education student at Cheyney State College, who has a special interest in this area.

In Chapter 6 Valdez discusses the major value systems in today's society and then compares these with those of the folk societies. A discourse on attitudes toward marriage, children, religion, "home life", and education affords implications toward understanding and educating the "whole child."

Selinger, in Chapter 7, refers to certain problems migrants face in a community and how he is viewed negatively through the eyes of "others" in the community. Suggestions are presented concerning what efforts might be expended to lessen such problems.

The day in the life of a migrant is reviewed by Bagwell in Chapter 8 in an effort to focus attention on the general health conditions of the migrant. Reference is made to child labor laws and the sickness often found in the home environment of the migrant.

A practical solution and an example in the area of housing is offered by Reese in Chapter 9. After doing some first hand research on the subject, she feels that families can be encouraged to stay in rural areas through self-help housing projects.

CHAPTER 6

THE VALUE SYSTEMS OF THE MIGRANT

by Bernard Valdez

Today, I would like to discuss with you what I see as the outstanding behavioral value systems in our American society. In order to do this, I would like to make a comparison of our value system and the value system of the folk societies. First, I will need to outline for you what I see as the major value system of our culture today, particularly in urban America. As you well know, our value system is generally derived from our family structure . . . . our family life. There is no other institution that plays a basic role in creating value systems. A secondary role as an institution that changes our value systems is played by the educational system. Here's where you as teachers, as educators have a tremendous role to play. If you know what you are doing, if you understand the dynamics of culture, then you will certainly be more successful. If you do not know what you are doing, then you will most probably create a great deal of damage in the lives of children with different value orientations.

Since the beginning of home life is marriage, what is marriage in our society today? Marriage in our society today is drifting very rapidly into what I call a partnership role relationship. I call it a partnership role relationship because we generally get married as a result of common interests and common benefits and, very often, with economic consideration involved. Marriage today in our culture is of concern only to the parties involved. Marriage in the folk society almost never has any economic considerations or mutual intellectual considerations. People in folk societies still marry out of physical and emotional attraction, the thing we call love and write poems about. Family approval in folk society is almost essential. This is not true of our culture. In fact, our families, very often, have no connection whatever to their offspring or their marital partners.

What about the roles of family life? As I see family life in urban America today, I see some extremely confused roles. Especially for those people who have not clarified in their own minds, the partnership role. For example, there is tremendous independence between the husband and the wife. As a matter of fact, in 50 per cent of middle class America today, both the husband and wife are employed full-time outside the home. In many situations, the wife has a better job than the husband, and makes more money. In the folk society on the other hand, you have distinct family roles. The husband is the head of the family and he maintains this role by being the breadwinner in the household. Should the wife ever become the larger wage earner, the husband's ego would suffer tremendously.

What about children in our American life? In middle class urban society there is a tremendous tendency toward very small families or no children at all. We plan children very methodically on the basis of our economic circumstances and our professional convenience. Our children are encouraged to become independent at a very early age. In fact, the worst thing you can do for children in our culture is to become overly protective. We do such things as send them away from home either to camp or summer school, in order to teach them to become independent from us and to be able to fend for themselves in the kind of society into which they are evolving.

Institutions are beginning to play a larger and larger role in helping us to raise our children. In the higher income brackets, the institutions sometimes play a more important role than the parents do in raising their children. In the folk society environment, children are considered an asset. Not only because they are able to work in the fields and help with the family income; it is a mental condition of their society, their cultural values, that the children are wanted . . . . the more, the better. In folk society, the children remain subordinate in the family home. The outside influences in the raising of these children are usually confined to the school. They cannot afford to send their children to summer camps. The influence of the family is the strongest of all in the folk society rural family.

If I were to ask you, as a member of middle class family, to give me the composition of your family, you would probably give me the name of your spouse, and the children who live with you. In our narrow concept of family life in American middle class society, our family is considered to be only those who live under the same roof as we do. Very seldom do we have grandparents or the extended family living with us. The folk society on the other hand maintains family ties extending into more than one generation. Anyone who is related by blood in any way, still maintains a very close relationship to each other. Not too long ago, family life served a very important role in our well being, it provided a sense of security for all of us. If we became ill, our relatives took care of us. If we became old, they took care of us also. Today, we do not depend on family life as any measure of security, it would be most unreliable. Instead, we buy insurance and belong to health plans. We have institutionalized our future. In folk society, they remain dependent upon each other, and this binds the family together and creates a bond we in middle class society cannot understand.

We have even turned over our play time to institutions. Recreation in the average middle class family is highly organized, with the husband usually belonging to an organization of his particular peer group, the wife belonging to her peer group, and the children to their peer group, according to their sex and age. In folk society, recreation is a natural evolution.

Even religion, which is the closest thing to an individual's human concept, today has been assumed in middle class society by highly structured organizational entities of the church. Again, very often, within peer groups. The men's club in the church, the women's, and the junior boy's and the junior girl's club. Obviously, in folk society, these are a natural part of the total family life. Many religious activities take place in the home, and not even in an institutional setting.

Even the bricks and mortar that we call home today in middle class society has drifted into an institution of some kind where we come in, take a shower, change clothes, and run out. Mother runs in and out . . . she has a meeting too. It is the same with Junior and Mary. Finally, about 10 or 11 PM we fall back in exhausted and we do not see each other until the next morning. In folk society, home, regardless of how poverty sticken, remains the center of family life. There may be six people sleeping in one bed with none of the conveniences you and I enjoy, but in these crowded circumstances, the bond of family life continues to get stronger. They do, of course, have conflicts, sometimes more than we do but the conflicts create a stronger bond of belonging to each other and depending upon each other. In our society, the more affluent we are, the less our home remains a center for doing things together.

Yesterday, we talked about the emphasis placed upon the value of education. As I said earlier, there is no stronger influence upon any individual than the influence received in the home and next to that, is that received in the school. Obviously, the child that is in school from the beginning day of school till the last day, will have a profitable and good influence. What about migrant children who enter school two months after school is supposed to begin, who misses half the days of the school year, and probably leaves a month before the end of the school year because his family had to move elsewhere? The odds of you having an influence on that child are diminishing according to the number of days he missed from your classroom. When he is at home, he hears none of the conversation a middle class child hears when he is at home. He has no books, there are no newspapers, and no one is discussing the current events of the day. The people he admires the most in his home are his father and his mother. His father works in the fields, but there is pride in that work, even though it does not pay very well, and even though he knows he is hungry because his father does not earn enough. The head in that family remains the father and the child's goal is to be like his father. To do the same things that his father does. So, when this child enters your classroom and you begin to read to him of another culture he knows nothing of, you are speaking to him in a foreign language.

There is one other item I would like to discuss in terms of value systems, and that is our desire for "success." You may translate this in many ways. In terms of dollars, if you are honest, professional achievement, personal satisfaction, professional recognition. In our culture, all of these things are tied to our remuneration . . . . money. Rural and folk societies could not care less about "success" as you and I see it. Rural and folk societies consider success the interpersonal relationships between human beings. If you were to ask anyone living in a folk society who the most successful person in the community was, he would not understand what you meant by "successful." If you were to ask him who is the best liked and looked-up-to-person in the community, he would point out someone to you. In their value system, the person people admire is a success. We have in our culture, a tremendous preoccupation with the use of time. We cannot waste time. We are either learning or doing something. Someone who wastes time is thought to have something wrong with him. In rural folk society, time is a gift of life and it is to be enjoyed now, not postponed. There is no concept of wasting time, because time is life and there is no conflict about wasting it.

Since the dominant goal in our culture is success and succeeding, our life is not today, it is in the future. Very few middle class people know how to live life for today. All of our gratification is postponed because sometime in the future we are going to make a millennium of some kind. We will have all the money and all the leisure time we want. The only problem is that most of us never make it, the ulcers, cardiacs, and mental illness get to us first. In folk society, you don't have this problem. Life is today and now, and the future is entirely in the hands of God. God will take care of the things that they cannot control. You and I have to choose the future .... we cannot let God do it. We are the masters of our destiny.

The things that I've been describing about value systems are generalizations and some of the people that you have met or will meet in migrant streams are no longer like this. The reason for this is that their value system is in the process of disintegration, as to some extent, is our own value system. The process of disintegration of folk society is even worse in the urban sense, for the folks who have moved from rural folk societies to the cities. They first suffer the shock of family breakdown. Almost every agency we have created to assist the poor contribution to family disintegration in the urban society. My own agency of welfare, probably the worse offender of all, would not until very recently assist the family if the husband were present in the home. This has changed, and now we agree to help but first, the husband has to come in and divest himself of every bit of pride that he might have. This divesting of pride begins by having to apply to a female social worker for assistance. Nothing kills the pride of a man from a paternalistic society more than having to admit his inadequacies to a female from a social agency. This is the beginning. From then on, I could list for you the story of how we proceed to make of him, not a man, but some kind of neutral entity whose only escape is to abandon his wife and children. Many of the problems that we face in urban society today have the result of family breakdown to the rural family who just does not understand our way of life. It is not only the folk society family who is feeling this tremendous impact. How about you and I? Our own value systems are attacked every day. Very often you and I are so confused that our own families are having a difficult time staying together. One-third of our marriages in America are ended in divorce and sociologists estimate that the rate of separations are even higher . . . these are not recorded. Mantal illness in our society is climbing at a tremendous rate, and this is not confined to the poor only. The use of alcohol as an escape from the pressures you and I are subject to every day is also very alarming.

Ours is a profit motivated society, a free enterprise society, and there are many good things about this type of society. Beyond this, we have a democratic society, where you and I as individuals and as groups can change things. The migrant people are not exploited on purpose by someone necessarily, although on occasion this appears to be so. They are the victims of a disorganized way of living which affects all of us and we with an education are suppossed to be able to find a way to create a better way of life for all.

Part of the way to find a better way of life for all is found in federal legislation, part in state legislation, and part in local legislation of some kind. But, beyond that, we need to create a climate of public opinion – a climate of concern – which does not only change that which we have been talking about in the migrant people's lives, but all the other things in our culture and our society that are out of the line with all the material things that we have.

CHAPTER 7

THE MIGRANT AND THE COMMUNITY

by Jerome Selinger

Migrants are human. They have the same wants, needs, desires, and prejudices as we; yet, to most of us, the migrant is a strange creature – a creature so different as to command workshop attention.

What is a migrant?

In a rapid-fire order, a migrant is a transient, employed in agriculture, poor, ill-educated and often the member of a minority ethnic or racial group. He may travel in the company of an extended family – husband, wife, brother-in-law, mother and so on – or travel and work on a gang with other males. He may live as a family unit in a single dwelling and move twice each year, or be housed in dormitories and change residence weekly. He is a consumer whose commodity of exchange is his labors. Culturally, the migrant differs from middle-class America. This is true for Spanish-speaking as well as for black and white migrants. He in most instances has internalized middle class ideals but approaches them with an inappropriate (to satisfy the ideals) set of values.

Are migrants new to America?

America has always had poor, transient, and culturally different groups; however, these groups can only be compared to present day migrants in a cursory way. Nineteenth century "pioneers" could qualify by the above definition although they differed from today's migrant because of an important set of options: If the pioneer decided to become sedentary the land and the opportunity to gain ownership to it were available. Later groups such as the Chinese and the Okies (*Grapes of Wrath* fame) worked the land much as present day groups do but they too had a different set of options: America was not the urban, specialized place it is today and upward (to other vocations) mobility (after the depression) was readily available. Today's migrant is not only denied these options but as an unskilled laborer vis-a-vis labor union standards, employment opportunities are becoming fewer each season. Today's migrant may be the last generation; his children growing up as migrants in a society which looks askance at migrants will maintain that legacy for generations to come.

What is a community?

A community can be two persons or a million. For discussion purposes, a community occurs when people share common notions about mutually held problems and recognize a common physical reference. The migrant may hold many things in common, e.g. poverty, job, but, the geographic reference is lacking. Because of this, the migrant is dependent upon outside social institutions. These are either provided by the employer or by municipalities wherein the migrant may locate. The migrant camp, like all communities, is stratified, although certainly to a lesser degree, than the one in which we live. The crew chief or section leader ranks highest in the social order with upward mobility for others difficult – in many instances, his position is an inherited one. The migrant, thus, is highly restricted in his own milieu and foreign to the communities outside of the camp. When the migrant leaves the camp, conflict occurs.

Migrants coming into contact with the community outside the camp face problems often peculiar to them but not unlike problems we have all faced at one time or another. As participants in this workshop, you bring with you varied expertise in dealing with the migrant and as citizens of cities visited frequently by the migrant, you are familiar with many of the problems he encounters there. What are the problems migrants may encounter in a "new" community?*

The community fears and dislikes migrants for the various reasons implied in your buzz group findings. At the heart of such fears are the ramifications of ethnocentricism. This notion implies that one's culture is inately superior to any other. We, as middle class Americans, exercise ethnocentricism usually unconsciously but sometimes verbally. The migrant likewise (especially if he is from a "strong" culture i.e. Puerto Rican rather than U. S. southern black or white) may also feel a superiority born of ethnocentricism. When this happens (as it often does) conflict occurs.

What can the community do to lessen such problems?

We need to be cognizant of paternalism, an often used and abused word, because it is an important manifestation of enthnocentricism. As middle class Americans, we perceive others in terms of their compatibility to the "American Dream" (Go west young man, Horatio Alger, and so on). When their culture and/or social status doesn't allow ready access to the "Dream", we view such persons with suspicion and alarm. The migrant, so viewed, reacts by withdrawal and alienation. Some psychiatrists have noted, in fact, marked schizophrenia among migrants confronted by our highly-specialized urban society.

Paternalism thus is a taboo – it smacks of a "holier-than-thou" attitude which hinders the overcoming of ethnocentric-induced barriers. Community persons may initiate community services (i.e. health and education programs for migrants); however, such an initiation must come at the behest of migrants and satisfy needs which the migrants themselves recognize. To do otherwise may be interpreted by the migrant as paternalism and thereby jeopardize the endeavor.

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*Participants were divided into buzz groups to consider and report on the question. Their findings are listed in the appendix of this paper.

CHAPTER 8

HEALTH AND WELFARE OF THE MIGRANT

by Maude M. Bagwell

You may think it couldn't happen today, but tens of thousands of youngsters still reap the bitter harvest of back-breaking toil, disease, injury, and ignorance in the fields of our land.

Child labor laws are overlooked by obliging school boards who call a crop vacation when the local farmers need extra help. Education does not interfere with the growers' labor supply. Consequently, the federal regulation barring employment during school hours is neatly side-stepped.

Such manipulating of laws prohibits children from an education, but in turn, frequently exposes them to injury and death. The latter tragedy occurred in Idaho, when Christing Hayes, 12 years of age, was picking potatoes in a "crop vacation." Her ponytail caught in the whirring parts of a potato digging machine. Her scalp, ears, eyelids and cheeks were ripped off. She died despite the desperate efforts of a team of plastic surgeons to save her.

A typical migrant crew's trek north from Florida in search of work begins at 8:45 p.m. Loaded like cattle on the back of a truck, children and parents are jammed in with foot lockers, cardboard boxes, oil stoves, rusty bedsprings, wash tubs and other paraphernalia. At 11 p.m. a stop is made for a meal, but the owner of the diner tells them to move on. Several hours later, while getting gas, the crew members are not permitted to use the rest rooms, therefore, a bathroom pause is made in the woods. At 6:20 a.m. the truck pulls up at a "country store" for breakfast and the children are fed bread, soft drinks and a few cold cuts. 12:00 noon with everyone thirsty a spring is sighted, but it is polluted with sulphur. When Bay Harbour, South Carolina is reached at 8:00 p.m., the State Trooper refuses to let the people off the truck. At 11:00 a.m. the following morning they finally arrive at their destination. The children arrive dirty, cranky and tired, because the trip is unusually tiresome.

These trucks lack seats, are dilapidated and break down repeatedly. Because time spent on the road is unpaid time, drivers race against the clock. Federal and State highway regulations for the transportation of migrants is minimal. Consequently, highway safety records are blood-splattered with mass accident cases involving migrants on the move.

Housing for migrants in many areas consist of chicken coops, tar paper shacks, abandoned railroad boxcars, even in pigpens. In one camp observed about 50 men, women and children were living in a single quonset hut, griddle hot under the sun with only burlap sacks strung upon wire to provide privacy.

Conditions in all parts of the country are equally as bad and even worse. It is no surprise, therefore, that so many migrant children are below par in health, too. Food spoils without refrigeration. Disease spreads because of congestion. Nutrition is bad. According to the American Academy of General Practice, there are five times as many cases of amoebic dysentery among migrant children as among the same number of urban children; nearly four times as much whooping cough; and nearly 44 times as much diarrhea.

Ordinary medical care is not always available to the migrants. Knowing they cannot afford to pay for it, they do not ask and hospitals close to them and refuse to accept them.

Migrants become withdrawn from the outside world. Faced with poverty, race prejudice and segregation as well as general hostility, the resulting effect is a sense of not belonging. This is particularly evident in all of the children. According to one writer, "many incredibly poor farm families are made up of the tenacious and willful people." They marry at 14 or 15 years of age. Infant mortality rate is very high. These people are sick in body, uneducated in mind; yet quite strong and effective psychologically.

In the Michigan Blueberry country it was found the camp was infested with bedbugs, the cooking stoves were rusty and only useful for wood burning. Food was donated. The quarters were makeshift and there was an Impetigo epidemic.

The birth of the migrant child will most likely be in a migrant shack, or at best, in the emergency room of a county hospital. He seldom sees a doctor, and it is almost certain he will have pin worms and diarrhea. Because these diseases are common, the migrant parents think this is just the way children are.

Other untreated common ailments are: contagious skin infections, acute febrile tonsilitis, lymphadenopathy, asthma, iron-deficiency anemia and disabling physical handicaps.

A doctor visiting a labor camp discovered in one family the fruits of neglect. Their five-year-old baby had had diarrhea for over two weeks. The mother had to carry it two miles to a hospital. The father had stomach ulcers which were not being treated.

The child is condemned from the start. A report on a camp in Mathis, Texas, showed that 96 per cent of the children had not drunk milk in six months. The diet was mainly corn meal and rice. A doctor's comment on the report - "there was evidence of ordinary starvation."

The migrant child is prone to scurvy, rickets and kwashiorpor – a severe protein deficiency. Some reports have put the incidence of dental abnormalities at 95 per cent and others said that bad teeth were "universal."

Epidemics take a heavy toll. Shigellosis, a form of dysentery, had been rampant in San Joaquin Valley for years. The mortality rate was extremely high, when within a short time twenty-eight babies died of "dehydration and malnutrition." Contributing factors to the epidemic were primitive outhouses and crowded one-room cabins where as many as five children slept in one bed.

The migrant child is prey to a lot of diseases now rare in the non-migrant world; smallpox, diptheria, and whooping cough. A medical survey in California showed that two-thirds of the children under three years of age were never immunized against diphtheria, whooping cough, lockjaw, or smallpox. Once a contagious disease has been discovered, it is difficult to check its spread. There was a case of diphtheria in a migrant camp in Western North Carolina in 1964. Health officials tried to track down all who were exposed to the sick child. Some were two states away before they were found.

The quiet tragedies continue – during the summer of 1964, a little girl in a migrant camp near Leedersville, New Jersey, swallowed some gasoline. The hospital refused to take her. She died the next day.

The Rocking Horse – so named because it tilted back and forth when you walked around in it – was the first mobile medical clinic. It was begun by Jack Mansfield, a young minister near Morehead City, North Carolina. It was staffed by a group of local doctors who took turns going out to migrant camps. The welfare department was persuaded to provide a social worker and the National Council of Churches provided a migrant minister.

There were lines of workers waiting to see the doctor. Many ills were described, most unnamed. Aches, pains, colds, bad teeth, rheumatism and chronic headaches – all were treated with the same white pills.

One teenager had high blood pressure and the doctor's advice was ironic – "don't bend over," he said, "and don't overexert yourself. See a doctor regularly." After the patient left, the doctor remarked that he did not know what to tell him, and if the boy did not listen to the advice, he would be dead before he was twenty.

A baby was found in one of the camps with worms so bad they were crawling out of its mouth. It was taken to Duke Hospital in Durham, where there was great reluctance to admit it because it was a charity case. It was finally admitted however, and the doctors said it was the worse case of worms they had ever seen. He would have died in another day. The family was back in camp in 1965, and the baby was fine and healthy. When the mother saw the doctors she said, "Yawl's next to Jesus."

A child born to migrant parents is born into a world completely of his own. His mother is anemic, and possibly his father is tubercular. It may be that within the year he will die either from diarrhea, tuberculosis, or malnutrition. In all probability, if he lives, his life will be one of wandering, poverty, and more sickness.

A doctor tells of a case that haunted him for years. The incident happened ten years ago, when a little boy came to his office and asked him to go and see his mother, who was sick. Arriving at the one-room shack, he found the mother dead with six children lying in the same bed, all covered with blood from the hemorrhage of a dying tubercular mother.

A psychologist in Suffolk County, Long Island, New York, has said that the high incidence of psychosis among migrant children is due to many things, such as a feeling of frustration, loss of hope, and withdrawal as the child becomes aware of his place in the world. [4]

The following is a report to the Board of Directors of National Sharecroppers Fund on "The Condition of Farm Workers and Small Farmers in 1966:

Farm workers lose more days due to sickness (an average 7 ½ days a year) than workers in all other occupations (average 6 days). More than 2 out of 10 farm workers have chronic health conditions that limit their activities, compared to 1 out of 10 for all occupations. The *Journal of Occupational Medicine* for January, 1966, reports:

> Experience indicates that migrants generally have no greater incidence of veneral diseases and tuberculosis than other similar low-income nonmigratory residents. The migrant family does suffer, however, from diseases such as diarrhea, respiratory infections (including pneumonia), skin diseases, frequent pregnancies and complications of pregnancies, muscular aches and pains, and accidents and trauma. In past years, most communities have been able to provide little if any treatment for these conditions.

A survey taken by VISTA volunteers in Orange County, New York, in the fall of 1965, verified this situation in New York State, which has more facilities and less restrictive residence requirements than most states. Out of 258 farm worker family members, only 18.5 percent had been immunized or innoculated for diphtheria, 20.3 percent for tetanus, and 37.8 percent for small pox; 13.8 percent had recently had a tuberculin skin test, 44.4 percent had had chest x-rays, and 21.4 percent, a blood test.

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CHAPTER 9

SELF-HELP HOUSING

by Miriam H. Reese

It is generally agreed that the flow of unskilled workers from rural to city areas has been far greater, numerically, than city resources and job opportunities have been able to absorb. Because there is no immediate prospect for improvement of the city's capacity to assimilate large numbers of rural migrants a conviction is developing to the effect that our policy should be to reduce or arrest the rural-to-city movement by making rural life more attractive. Needless to say, more adequate education is needed for youth and adults; job opportunities and adequate housing are required in rural areas to arrest the flow of people to urban centers.

There is a growing realization that, although this nation has declared a war on poverty, our major efforts to date have been aimed at urban poverty and few programs have had significant impact on poverty in rural America. The report of the President's Commission, "The People Left Behind", points out that the rural poor are not a faceless mass. They are individual human beings. All programs designed to eliminate poverty must therefore give paramount consideration to the rights and the dignity of the individual. Further, every citizen of the United States must have equal access to opportunities for economic and social advancement without discrimination because of race, religion, national origin or place of residence. Because rural Americans have been denied a fair share of America's opportunities and benefits they have migrated by millions to the cities in search of jobs and adequate housing. This migration is continuing and accordingly it is impossible to obliterate urban poverty without removing its rural causes. It appears obvious that a more equitable share of our national resources to improve the conditions of rural life is required.

The migrant farm family typifies the severity of poverty in rural areas more than any other group. They have been expressly excluded from almost all conventional citizen and worker benefits enacted by Federal and State law. Residence laws bar them from participation in the political process and likewise, exclude them from such conventional benefits as unemployment insurance and workmen's compensation. Their social security rights are written into the law, but then, generally written out in the actual practice. The recommendations of the Subcommittee of the President's National Advisory Commission on Rural Poverty called for prompt positive and effective action to relieve the plight of the migrant, and includes:

1. The avoiding of permanent and increasingly severe poverty;
2. The prevention of future congestion of rural poor in central cities of America;
3. The necessity of aiding generations of deprived families that are now growing restless and resentful, before they express in more violent ways their needs and demands;
4. The development of new imaginative programs to improve the lives of people who live and who will live in rural America.

Although it is recognized by the writer that problems exist in the areas of jobs, adequate income, health, discrimination, exploitation, education and housing, this paper is concerned with a unique effort being made in Chester County, Pennsylvania, to assist low income families in solving one of their problems, that of housing.

It must be pointed out that the program about to be described is not a program for migrants, but rather one for "staygrants" – those employed in agriculture but fortunate enough to be located in an area where there is year-around agricultural employment opportunity. Such an opportunity exists in the mushroom industry in Southeastern Chester County. Because many of the workers in the industry are employed approximately twelve months of the year, they require permanent rather than the temporary type of housing required by seasonal workers. As is true in most urban areas, housing for low-income families is also very scarce in rural areas and, in many cases, that which does exist is inadequate and over-priced. In view of this lack of housing the Southern Chester County Chapter of the NAACP and the American Friends Service Committee became interested in the problem and assisted in establishing Self-Help Housing, a non-profit organization located in West Grove, Pennsylvania, and incorporated in 1965. The purpose of Self-Help Housing, Inc., is to provide low income farm families with the opportunity to build new houses using the self help tichnique. It is really an attempt to break the cycle of poverty and its accompanying problems by changing the living conditions of the farm laborer. As of this time, sixteen houses have been completed or are in the process of construction.

Self-Help Housing, Inc., is a non-profit (tax exempt) corporation furthering "do it yourself" house building. Two agencies of the United States Government, the Office of Economic Opportunity and the Farmer's Home Administration, and a number of concerned citizens are working together with poorly-housed, highly-motivated families as they build adequate housing for themselves. It is not a give-away program. Rather, each participating family receives a loan of approximately $9,000 (it can be more) from the lending agency, the Farmer's Home Administration, for the purchase of a site, building materials and special services. The loan is payable over a period of 33 years at a rate of 4% interest. Each family must go through an extended period of training in various aspects of home construction procedures and home maintenance. Under the guidance of a professional staff, the families work in teams so that all houses in a group are finished at about the same time. Upon completion, in about 12 months, each family owns a 1,000 sq. ft. house worth at least $12,000. The many hours of labor by each family have earned about $3,000 sweat equity in a house. Although the brochure describing the program indicated a monthly rental of $85., the family visited by the writer was only paying $58. which was $5.00 more per month than they had been paying for rent in a very inadequate apartment in which they had been living. The staff of the Self-Help Housing Corporation is paid from funds provided by the Office of Economic Opportunity, and is allocated on the basis of $2,800 per building family.

The program is restricted to low-income farm families who satisfy the requirement of the Office of Economic Opportunity and who are judged by the Farmer's Home Administration to be good mortgage risks. The writer learned, in an interview with one of the families, that the family income must be $4,000, or under, and that the breadwinner must be employed in the field of agriculture. In the event that the worker changes his type of employment to a non-agricultural job after building a home, he may still continue in the program and sometimes such a change is in order to improve his earning ability.

Although this project is the first of its kind in Pennsylvania, self-help housing programs have been carried on successfully in other areas of the United States. In recent years hundreds of families in California and Indiana have acquired houses in this way. Experience in these areas has shown that self-help housing represents more than a new home. It also represents a new beginning for a family and the acquisition of new and varied skills that can improve job potential and living conditions for each family. The record also shows that the loans are repaid.

The program described above is not an automatic success. To provide background for this paper, the writer visited completed homes, one almost completed (but already occupied), and one under construction. The completed homes were evidence of the success of the project; the home almost completed and already occupied by its proud owners was enthusiastically shown and described, but the owner of the house still under construction was somewhat discouraged. He pointed out the difficulties inherent in the slow rate of progress; what he considered was insufficient help from the conscientious objector working on the project and his dissatisfaction with some actions taken by those in charge, the size of the stones used for fill in his drive being an example. It appeared to the writer that his dissatisfaction was exaggerated however as the man was 51 years of age and probably somewhat unduly concerned as his was the least-completed house of the three in the area visited. With all of his discouragement, it appeared that the house would be complete this summer and this should improve his morale.

From what she observed and read about the program, the writer feels that Self-Help Incorporated is a success. The husband and wife, owners of the house almost completed, were known formerly as they were students in a high school in which she was employed. Both were extremely weak students and ultimately became school dropouts. In spite of their inadequate educational background however, they demonstrated considerable initiative in participating in this program and in building their own home. Both assumed leadership roles as the man was elected president of his team (houses are built by teams rather than individuals) and his wife was the secretary. They were enthusiastic, aware of limitations and problems, but confident that anyone willing to work could avail himself of the opportunity to own a new, three bedroom modern home on an acre of land in the country. It was interesting to hear the wife talk of such things as studs, roofers, and eight penny nails, terms not often discussed by women. The only concern of this hard-working couple was that adequate funds might not be provided to allow the many families they knew were interested in the program to participate.

It was encouraging to learn what families can do on their own when given adequate understanding, supervision and encouragement. The writer is convinced that self-help, rather than give-aways, is the answer and, that given the opportunity, many deserving families can be encouraged to remain in rural areas if given the opportunity to secure good housing through this program.

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PART III

LANGUAGE BARRIERS FACING THE STUDENT

This section consists of the following Chapters: Chapter 10, "A Personal Recollection Of Language Problems Of The Non-English-Speaking Student," by Henry H. Roberts, a Junior High teacher in West Chester, Pennsylvania; Chapter 11, "Language Problems Of Migrant Children," by Dr. Phillip Smith, Project Coordinator, Foreign Language Research, West Chester State College, Pennsylvania; Chapter 12, "Helping Children To Overcome Language Handicaps," by Dr. Phillip Smith; and Chapter 13, "Techniques Of Creative Oral Expression For Socially Disadvantaged Youth," by Charlotte Goodman, Assistant Professor of English, Cheyney State College, who taught migrant children in Colorado.

In Chapter 10 Roberts explains, from a first-hand point of view, the unpleasant period of adjustment facing the migrant each time he "moves in." He suggests how teachers can make this period less painful and offers a method of grouping to assist in the process. Finally, Roberts shows how the teacher can use the experiences of the child to supplement the regular curriculum and in addition, give him a feeling of recognition and acceptance.

In Chapter 11 Smith points to the linguistic areas of need faced by the migrant student. He states, "There is a new recognition of the idea of the linguistically handicapped." He follows this up in Chapter 12 by elaborating on three suggested approaches to meeting these needs. First, he states, we must determine where the child is and use what language he has as a starting point. Smith states that next we need to help him develop a vocabulary within the realm of the child's experience and one with which he can express himself. Finally, he suggests that the teacher help the child develop a fluency in the natural use of English language patterns.

Goodman, in Chapter 13, continues this tempo by discussing techniques that may be used with the migrant child in a "public speaking" setting. Referring to her practical experience with these children, she explains her philosophy: Each child has something unique and special hidden in his personality . . . the teacher can bring this out through encouraging oral expression. Goodman also suggests techniques that could be used in a public speaking class to get children to accept one another.

CHAPTER 10

A PERSONAL RECOLLECTION OF LANGUAGE PROBLEMS OF THE NON-ENGLISH-SPEAKING STUDENT

by Henry H. Roberts

I was born in Buenos Aires, Argentina, on August 30, 1940. My parents were American citizens who had moved abroad because of my father's position with a large American company. To hear my parents speak of it today, the Argentinian existance was an idyllic one as compared with the United States they had left. Although not having a point of comparison, I readily concurred: our home was palatial, flanked by swaying palms and peopled by servants scurying here and there. Life was generally blissful.

For the first ten years of my life, I was thus an Argentinian, a member of an old Spanish culture. My parents spoke Spanish as well as any native and rarely lapsed into English. Of course, the servants, our adult friends, and my playmates spoke Spanish exclusively. Consequently, Spanish was MY language. English was a foreign tongue, consisting of desultory phrases which were never so well understood as their Spanish counterparts.

In ten years, Argentina changed considerably. The War had come and gone, leaving its huge imprint on the populace of this technically "neutral" country. A monomaniacal dictator had seized the seat of power, controlling the media, education, the army – still providing the Good Life, but only on his terms, to those of his choice. My parents, although still occupying a favored position, were unable to envision their three children growing up in such an oppressed society and moved the whole family back to the United States, to West Chester, Pennsylvania. It was a shock of grand proportions: no more staff of servants, no legions of artisians to do one's bidding for a pittance, no more of *la dolce vita.*

No one felt the shock more than I, a ten-year-old Spanish-speaking child of dark complection. I entered the fourth grade at the West Chester Elementary School and was assigned to a sparkling room with mostly white children and a teacher who spoke only English. "Good morning, Rickie," said she, not fully realizing that my parents had dubbed me "'Rique," a shortened form of "Enrique," the Spanish equivalent of "Henry." That was the last thing I really understood that morning. Instructions were showered upon me in English, which seemed to me like a speeded up soundtrack. My mind boggled at the strange books I was issued and the curious Greek chorus of my American classmates. I was a small skiff set adrift in a sea of alienation.

I will give the teacher one credit: she immediately recognized that there was some sort of problem caused by the introduction of the nonconforming "Rickie" to her patterned class. Hence, she separated the cause of the disturbance from that which was disturbed. I was relegated to the back left-hand corner (which I later learned had theretofore been reserved for discipline problems) and the class was instructed to disregard me, so far as I was able to understand. "Just because Rickie is different from us . . . . we shouldn't this, and shouldn't that." The breach was widened to a gaping chasm.

Periodically, the teacher would give me individual attention – but on all too few occasions – however, the communication gap never really lessened, not really a fault of either of us, as we spoke different languages.

My academic success was mirrored by equal achievements in the social world. One nine-year old, a deft man with turning a phrase, accosted me at recess with "Hey there, little Spic." The cognomen stuck, and for an eternity I was known as "Spic". In the necessary explication of the first use of the later-to-be-hated epithet, blood rushed to my temples, and I hazarded a quick right to the namecaller's belly. Whatever damage was caused by the blow went undetermined, for I was immediately pounced upon by what seemed the entire male population of the school (persumeably the Negroes refrained from the fray). The understanding teacher happened along just as my soul was about to call it quits in its union with the battered hulk that was my body. I was instructed that this was certainly not a good way to begin my first week in school, to be a trouble-maker, and that she expected no more misconduct or the principal would be called in to render his appraisal and transmit such to my parents. Suddenly, my parents appeared in the crowd against me!

Despite the alien forces, in the next six or eight months, I learned the English language. But I was a changed person. Throughout this period the teacher never offered a kind word, of praise or suggestion; she showed no personal interest in the trouble-maker. I became a concentrated force of negativity. From my lair in the back of the room, I glared at the backs of heads, thinking that "I will never do anything with them." I began to exult in my isolation, and could safely say that no one was my friend.

In the next year or so, my parents moved to Kennett Square, and I, then, entered Kennett Junior High School. My English was still somewhat imperfect, and my complexion still dark, and still the knowledge that I came from South America glistened in the curious eyes of my *confreres*. However, as my ability in English had greatened, so had my co-ordination and stature. I found I could excel in soccer, basketball, and baseball. Suddenly, immediate acceptance was my lot – no longer was I a social reject, a dreg to be avoided at all costs. My personality reverted to its pleasant, pre-West Chester state, and I was well on my way to being the natural, well adjusted person I think I am today. The shrouds of alienation had been shucked off.

From this unpleasant period of adjustment, I learned a lesson, a lesson I was never fully aware of until I myself became a teacher and started to perceive the problems of the non-English-speaking child – but from a different vantage point. I now understand both sides and feel that I have come to a synthesis, or balancing of the equities of both sides. However, the problem can be solved *ONLY* by the teacher, as the child can only overcome his "lack" with the help of someone else, who perceives the problems and possesses the knowledge and skills to solve it.

When faced with such a problem, a teacher should walk the extra mile to be considerate to the "alien" child, not at the expense of the other students, but rather at the expense of the teacher himself. He should strive for integration, not isolation, to underscore the likenesses, not emphasize the differences.

When a school system has many students who do not speak English, it would strive to provide bilingual teachers for said students. Perhaps all foreign students could be grouped together in ungraded classes, staying there until they can cope with their new language. Then, their entry into all-English classes would be a smooth one.

The curriculum for these students should be surcharged with English speaking and reading concentrations. Other areas can properly wait until English has been mastered. Audio-visual materials can be used most effectively here.

Finally, the appearance of a non-English speaking child (or children) into a school system, or classroom, can be made a boon instead of a bane. The teacher can use said students to make the American students aware of cultures different than their own, of other values and mores which have equal validity with American ones. Thus, both types of students benefit. The "alien" student suddenly feels his worth; the native student has the benefit of knowledge which he otherwise would not have.

Thus, one sees that the problem is not an insurmountable one. However, it takes effort from all concerned to solve it. And the key to the effort lies with the individual teacher.

CHAPTER 11

LANGUAGE PROBLEMS OF MIGRANT CHILDREN

by **Phillip Smith**

The biggest problem that faces those concerned with the teaching of English language skills to migrant children is convincing those most directly concerned – the classroom teacher or the school administrator, that a problem really exists. The task is easier now than a decade ago when the National Defense Education Act first called attention to the critical need for bi-lingual Americans. Now with a new recognition of the idea of "linguistically handicapped" or "language disadvantaged" and the now Bi-lingual Education Act, the task may be easier but not less important. The need to examine the language problems of the migrant student as a speaker of English are important from three viewpoints: that of the society as a whole, ours as professional educators and that of the students themselves. Each has a stake in the potential contribution that these children may be able to make – contributions that they are all to often prevented from making.

Our society, the end product of education, needs productive individuals. Those who are not productive, either in a materialistic or aesthetic way, are destructive, inhibiting the growth potential of others. Our role as educators is to assist migrant children, indeed any person, to contribute to his culture. Often our attitudes hinder rather than help.

The language problems of migrant children are both the same as all children yet unique in some ways. The individual language characteristics of migrant students in your classroom will vary a great deal, depending largely on where your classroom happens to be located in time and space. Migrant workers are often non-English speaking: French Canadian in the New England areas, Spanish speaking in many areas of the United States, and speakers of several American Indian languages in the West and Northwest. At other times the family will simply speak some non-standard dialect of English, usually regarded as "poor" or "inferior."

For years studies indicated that children from bi-lingual homes had poor intelligence. We now know that our measuring instruments cannot be transported across cultural barriers and that when cultural equations are made, bi-lingual children tend to be more intelligent than their English speaking peer. It is hypothesized that bi-lingual people conceptualize better.

The migrant child in the classroom is by definition "on the move." If he stays more than six months, then he is no longer a migrant, mobile perhaps but not migrant. Since the human being learns his native language by the time he reaches age five or six, most of his language patterns are already fixed for life. We will have little success changing them.

The parts of the mind concerned with language acquisition will continue to remain in a "fluid," receptive state until adolesence at which time nuerologists tell we linguists that they "solidify" and language acquisition then becomes a formal learning task for most individuals.

The pre-school language experience of the migrant child, no matter what language he speaks, are below the standard we would expect. He does not enjoy the vocabulary richness that we take for granted. Such seemingly simple words like "dairy," "carpet," "refrigerator," or "cookie," may be alien concepts. He will, however, have concepts that we do not have "refried beans," "apricot rings," "doubles" on an apple tree, the idea of a "proping crew."

The migrant child is taught not to verbalize as he plays. He plays alone, quietly, while the parents work since often talking distracts from productivity and parents cannot take time to stop fights and settle arguments. For this reason I became a "whistler," it took me years to be able to speak effectively to others.

Migrant children will also not often have the benefits of "head start" and similar programs. These require a measure of parent interest and stability. What little real research we have on those type of programs shows that the summer program is not effective in raising students intelligence measures but that full-year programs are. By definition, then, the migrant child is excluded.

The child then, facing us across the desk, has a language. It may be the only thing he really possesses. Certainly, it is the most personal and sacred manifestation of our human faculties, even more than our religion which must depend upon language. This language, far different from our own, is really beyond our reach to change. Language change can only come from within the individual, and although all students learn to conform to certain rules, they disappear when the bell rings.

Our own prejudices will get in the way of our objective treatment of language difficulties. Most of us are so obsessed with the entirely fictious notion of language correctness that it colors our teaching. We still insist on the "shall-will" rule, totally unaware that it dates to one mistaken linguist's assumption in 1638 grammar book.

Each speaker of a language instinctively feels that "his" idiolect, his own unique version of a language, is the most correct and that we must make the students conform to our language. We could make no more serious a mistake.

Let me digress a moment to point out that most of us have a very poor background in the English language. I am sure that our English teachers would agree but unfortunately even English teachers themselves have a poor background. Leonard Bloomfield, one of the great American linguists, wrote in 1933, "Our schools and colleges teach us very little about language, and what they teach us is largely in error."

Unfortunately, thirty-five years later, this is still true. A teacher is able to obtain a major in a language and be on the surface qualified to teach with a very minimum of study of the structure of English.

Most of the credits applied to the degree will be in the field of literature with possibly as little as six hours in English grammar and composition. Most of the teachers of migrant children, like ourselves, do not even have a major in the field and often can only rely upon what we remember of our own high school and college freshman English courses.

Examples of our poor preparation in English are the facts that the first complete linguistic study of the English language is only a little over a decade old. Ninety-nine out of a hundred speakers of American English are unaware of the most obvious of all language phenomena, the sounds of the language. How many classroom teachers, for example, are aware of the fact that we pronounce English p in three different ways: with a puff of air as in "pin," without a puff of air as in "spin" and with a complete closure of the lips as in the word "stop."

Most of us are even unaware of the fact that things are not necessarily as we learned them when we were in high school. How many teachers are aware of the difference between consonants and vowels? A consonant is defined in the dictionary as a sound produced in the mouth, throat or nasal cavities by some sort of touch or restriction of the passage of air. A vowel is that which is not a consonant although we long ago learned that the vowel was *a, e, i, o, u,* and sometimes *y*. The structural linguist would have us pronounce the word "deer" and ask us where our tongue is at the end of the word. In this way, we are made aware of the fact that the "r" can be classed as a vowel or simi-vowel in modern American English, quite to the contrary of what we have been parroting for a great many generations.

Most important, the student comes to our school system with a language, it may be an Indian language which he speaks very well – it may be English which seems to be quite fluent – or it may be both an Indian and the English language, both of which he may speak seemingly fluently or both of which he may speak poorly. In any case, he comes to us with language. If he speaks two languages he is probably poor in either one or both. He does not usually think in his second language.

The dialect of a second language that the migrant child may have will be also "non-standard" and often not acceptable to others who speak that language. Therefore, migrant children outside the family or "clan" may have little or no communication with their own people and little or no communication with the English speaking world.

We must respect what language the student has – no matter what it is now how well he speaks it. All we as educators can do is ask him – and here we must guide him as teachers and show him the proper choice – to increase his competency in the English language which he will have to face in the Twentieth Century world. We must ask him to add standard English, perhaps as a second dialect of language, to his linguistic repetoire.

We must also at the same time remember that the migrant is not the same as the remedial student that we have although he may soon become a remedial student. The remedial student is usually poor in English mechanics, sentence sense, and is often of below average intellect. The migrant child may be extremely bright and often has a good command of the mechanics of English insofar as he has been able to learn them. What he lacks is a command of the vocabulary of English, especially phrases which are idiomatic or culturally oriented since he does not have much of the western European tradition with which the Native English speaker is acquainted even in his pre-school years.

Biblical, historical, and mythological allusions mean little or nothing to the migrant child but are quite common to the English speaker. The migrant student will miss the overtones of meaning, satire, emotion, suspense, and sarcasm. These are carried by muancos in the context rather than by vocabulary and syntax. The migrant child will not or cannot participate in many language learning activities, even in such a simple activity as listening, until he is taught to do so. Lastly, it almost goes without saying that language deficiency seriously affects all learnable areas of study and the child will quickly become a remedial student even in such non-verbal skills as arithmetic simply because he cannot understand directions.

The average speaker of almost any language on the face of the earth uses no more than four to five hundred words in every day conversational speech. To a literate native speaker of any European language, those four to five hundred words represent an active vocabulary which is only five percent of the total needed to maintain a productive place in society. In most English textbooks the recognition vocabulary, which is far greater than the active vocabulary, passes the active vocabulary in the later part of the third or the early part of the fourth grade. This is where the child who is poor in vocabulary will begin to fall behind.

The migrant child while seemingly fluent in English with his command of the four or five hundred words used by all students, is often really a linguistic facade. The American child in the fifth grade will only use these five hundred words in everyday conversation but is able to recognize in reading and use, to a limited extent, in writing, many more words. The adult literate speaker of English has his active vocabulary of 500 words and a recognition vocabulary of 10,000 words. The migrant, on the other hand, will have the active vocabulary of 500 words and a recognition vocabulary perhaps of over 500 more.

The migrant may seem to be totally fluent in the spoken English language but is at a serious disadvantage simply because we assume since he speaks with facility and understands everyday directions and situations that he has much more of a mastery of the English language than he really has. This is a trap into which generations of educators have fallen and we must be very cautious.

We can assume in most cases that the child will have mastered the sound system of English and much of its structure. The biggest role that the teacher can serve in the development of English as a second language to these children is in the building of a large recognition vocabulary to enable the student to compete with his English speaking peers and in the demonstration that acquisition of a standard dialect is to his economic advantage.

In summary, the migrant child will have an imperfect non-standard command of one or more languages. He will have been taught at home to participate in non-verbal play. What languages he does have is considered substandard by educated speakers.

Vocabulary may be extensive but needs reshifting from a rural to suburban context. Lastly, the migrant child needs to feel that his language is important.

Language is personal property. No matter what language the child speaks it must not be suppressed and it must not be ridiculed. For to long, we have done this and we have warped the personalities of thousands, perhaps millions, of persons – stiffling intellect and expression. How many generations of children have been forced to be poor speakers of two languages, inhibiting their growth in either culture. They often learn their own language imperfectly at home and English imperfectly in our schools. Hopefully, we can overcome some of this with time and understanding.

CHAPTER 12

HELPING CHILDREN TO OVERCOME LANGUAGE HANDICAPS

by Phillip Smith

In order to fully carry out what we know about language and language learning with children from migrant backgrounds that come to our schools, we first need to create or capitalize upon the experience in which the need for teaching English is apparent to the child. We must use what language he has as a starting point. In education today the great cry is "Articulation." Unfortunately, this is a problem that will never be completely solved and the best solution to any articulation problem is to take the child where we find him and carry on as best we can.

Secondly, we need to develop systematically a vocabulary within the realm of the child's experience with which he can express himself.

Lastly, we need to develop systematically an automatic control and fluency in the accurate and natural use of English language patterns.

As teachers of English to children with a minimal language background in the language we must find out where the child is and assist him to develop from this point. It would be wise to insist upon verbal responses whenever possible in a classroom. Label classroom items that may be outside the experience of the child. He may never have seen a pencil sharpener, a window opener, or even a floor. May I suggest that you conduct your children on tours of the school plant and show him the boiler, the restroom with its plumbing, and the things in the school which we take for granted.

Both the classroom and the playground lend themselves to vocabulary building and action words, comparison words, colors and sizes, and a thousand other verbal activities in the early grades. Teachers have known for years that one can easily capitalize on games and songs.

One of the greatest traps that we have let ourselves fall into is the "Show and Tell." It is easy for the child from the American middle class family to "Show and Tell." However, we must remember that the migrant child is not taught to do this in his own environment. Most of these children do not feel that what they have is superior to that of others since their culture is oriented to a feeling of identity with a group.

The process of "Show and Tell' in American schools in most cases has fallen into, "Let me show you what new toy or game that I received." This is indeed unfortunate for it is a disservice to a valuable learning experience that has been of great value even to native English speakers. Let us remember that the migrant child does not have new things to "Show and Tell."

It would be much more meaningful if teachers would insist upon each child bringing something to class from the world of nature. This is a world which the migrant child knows and has in common with the English speaking child. Here he does not have to compete in the world of economic excellence but can compete and, indeed, probably excell with his ability to observe and describe. Such "Show and Tell" times does not only provide good active verbal experiences for both bi-lingual and English speaking children but might provide the basis for science instruction. Care should be taken to label the items brought to school by each child. Large items could be placed on shelves while leaves and insects could be pressed or mounted for display.

Again, I would like to stress that the basic problem is building an active vocabulary for the disadvantaged child as a base and then extending this many, many times to develop a recognition vocabulary. We must remember that we cannot equate the ability to pronounce a series of sounds with a real understanding of a concept. Most of us know what a *tortilla* is – we think. Immediately, the flat corn cake of Mexico will come to your mind while to those who are familiar with Puerto Rican or Spanish food, a *tortilla* represents an omlet. We think we know what things mean, but such is not always the case.

One thing that we must be careful of is the dictionary. This wonderful learning tool should be used by all students and it would be best if there were dictionaries for each child. We must remember when dealing with children who do not have English as a native language that there are many problems that face them that are not to severe to the child who comes to school with a good background in the language. In the first place, constant use of the dictionary is extremely time consuming and discouraging to the child. In foreign language teaching this has been called the exercise of the flexible thumb. It would be much better if our textbooks would copy the pattern of the foreign language texts and use marginal glossaries rather than a series of definitions at the back of the book.

Also the definition themselves may contain many unfamiliar words which may need definitions. Almost every word in the English language has several meanings and we cannot escape the fact that all definitions are not given since a great number of them depend upon the context.

Class charts and pictures can be used as wonderful vocabulary builders and we have too often overlooked the flannel graph.

We must remember that we must make ideas relative. To the Indian child in the north who has never seen a horse, we must make clear that a horse is much bigger than a dog. To the child who lives in the south, we must make it clear again that snow is different than sand.

When dealing with the vocabulary expansion of children, it is always best to encounter new words in context. The child under eight years of age usually cannot absorb more than five new words per day. While the person over the age of eighteen can possibly acquire as many as eight words per day. Sentences should be kept as short as possible. The teacher should be careful to utilize only useful spoken English, avoiding strained constructions. Every word of the sentence must be "over-learned" – acquired until it becomes a habit – and not necessarily in one day's lesson.

Material should be at the level of the student and the vocabulary to which he is presented must represent something which is real. Encourage students to discuss freely, to identify with a group and always maintain the speaking of the language as basic. Seek the student's interest.

Write out discussion questions for the students to prepare in advance when beginning with reading selections. They can prepare the answers and have them to discuss in class. It might be wise from time to time to have them clear their desks and write out the answers to the discussion questions. If they are prepared they will know the answers, and will verbalize in a situation with which they are familiar and respond to a stimulus to which they have already been exposed in another form. In oral discussion call upon the good student first. He will contribute a correct answer and the others will listen and learn by latent participation.

We should not forget, however, that you must also call upon the poor student. It is all to often too easy to call upon the good students every day and never get around to the poor ones.

The student should be use to hearing the English language. Listening is a skill and I can speak to a group such as you, dropping out a number of phonemes from my English speech as I proceed. You will continue to understand what I am saying since the understanding of my language depends actually upon only about one-third of the sounds made. Your mind supplies the necessary sounds to fill in the gaps. When teaching punctuation we must remember that the student must be trained to *hear* the punctuation. This will make it much more easy no matter what his background in language is.

Writing is best taught by having the student first copy, a process we do in the first few grades, and then proceeding to write from a short dictation by the teacher. In the intermediate grades we must guide the student into composition and only in the very last steps of language learning can we expect him to enter into free composition.

English vocabulary can be expanded greatly by a study of the prefixes and suffixes of the language. In the upper grades, a study of Latin and Greek prefixes and suffixes which are common in English will allow the student to expand his reading vocabulary tremendously. This can be done in several short units throughout the grades and we must be careful to distinguish between deviational prefixes and suffixes and the inflections of the language which determine case number and tense.

One of the most difficult concepts for the Spanish or Indian speaking child is the English verb because his concept of time is different than that of ours. The Indian is most concerned with now and both the past and the future are indefinite. This is also true of the Spanish speaking child, although his concept of the past is in some ways more definite than that of English.

Time-lines on which time can be expressed graphically showing the past, and the future are the best way to explain the English concept of time to a person from another culture. The verb tenses themselves are rather confusing and will present a great deal of trouble to non-English speaking children. For example, the paradigm of the verb *to be* in the English language is, "I shall, you will, he will, we shall, you will, they will . . ." Not even school teachers still habitually use the word "shall" in everyday speech. It has been replaced in everyday English by "will" for three centuries. In reference to this same future tense we must also remember that English makes great use of the progressive, i.e. "I am going to do it" in place of "I will do it."

In English, we can use one verb tense in place of another. A prime example in English is that we can use the present tense to discuss future time. We do this simply by taking the sentence, "We give it" which is normally the present tense and imply a future by saying "We give it next Tuesday for the P. T. A."

Even more confusing to a learner of English is that we can also use the past tense to express future time. We take the form which normally represents the past time. "He studied" and place it in a future context by saying, "If he studied tomorrow, he might pass the test."

The migrant child will have a great deal of trouble with the English idioms as any learner of a language will have trouble with the idiomatic expressions which are particular to that language. We talk about obscene stories as being "blue." In Spanish they are "green." In English we "take a nap" and "throw a party." In Spanish we "throw a nap." Those idiomatic expressions are present in every language and are a problem for the learner of any language.

For those of you who are interested, as an item of information, the most common words in the English language are the smallest words. They are one syllable markers and connectors that will provide a great deal of difficulty for any learner of English. In order they are: *the, of, and, to, a, in, that, it, is,* and *I.*

Please, please aim reading materials at the interest level of the students. We have made great strides in reading texts in the past few years, fortunately. Migrant children will usually be from homes where absolutely no reading material exists. Often if there is anyone literate, paperbacks of dubious character will be the only books ever seen. Migrant children will never use the library – it is an alien concept forbidden to them. I still remember sneaking books out of a library, reading them and returning them without the librarian being aware of it – I could not put up a $5.00 fee on loss deposit.

In conclusion, let me again stress that the biggest problem facing teachers of migrant children is the fact that we still assume because the child may make the sound of English in a seemingly fluent manner that he has a command of the language. Let us remember that the average person's speaking facility represents only 5% of the language which he has at his command. In the case of the Indian child this may not be true. What we hear may not represent just 5% of his vocabulary but perhaps as much as 50% or 90%.

In addition, remember that the vocabulary that he has may not necessarily be attached to the same cultural symbols and concepts that we could attach to the same word. Our concept of "floor" may be far different than what is used in the home of the migrant child. Our concept of such abstracts "love" may not mean the same thing at all. Although, the migrant student may be able to spell the word correctly, use it in a sentence correctly, and even tell the teacher that "I love You."

To long have we wasted the abilities of many students by not realizing that they can be made to accept a second language to the degree that they will earn their living with it, use it to record their life's experiences and pass it on to their children who will come to the schools again to be our students. No one is a complete master of the English language – or of any language. We all master our own idiom only to a degree, albeit some much better than others. Language skills are basic and essential not only to human communication but to the survival of the personality.

CHAPTER 13

TECHNIQUES OF CREATIVE ORAL EXPRESSION FOR SOCIALLY DISADVANTAGED YOUTH

by Charlotte Goodman

Seated before me today are dedicated educators: teachers and principals alike. Among your fields of specialization are art, music, history, reading, math and library science. You represent the elementary, secondary and college classroom.

I have asked today to share with you some of my experiences – things I have learned about teaching the disadvantaged of all ages, conditions and ethnic backgrounds. My discipline is in the area of oral expression. For twenty-five years, I have tried to accomplish one main thing: to help the socially handicapped individual, the shy, withdrawn, sensitive person, to achieve a better self-image and thus, a fuller life.

We here today are concerned primarily with the disadvantaged child of migratory farm laborers. I am aware of this – yet some of the techniques I shall suggest may prove of value to you with *any* withdrawn, inarticulate student.

First of all, my philosophy. It is not original in any way. But I sincerely believe in it. It is best stated by Hamlet when he comments upon man:

> "What a piece of work is man! how noble in reason! how infinite in faculty! in form and moving how express and admirable! in action, how like an angel, in apprehension, how like a god!"

So, I begin all my work in speech classes and my academic English classes with a positive attitude toward the child's personality. He has hidden within him something special, something unique. It is the teacher's job to find out what this something is.

Perhaps it would be wise to point out to you that I am not a speech therapist who works with organic and severe psychological disorders. I am merely one who has been trained to utilize all the oral language avenues open to teachers. And these avenues are many and may lead to El Camino – the Royal Road.

All right. I have defined my philosophy. What about my method? I am a practitioner of the Socratic Method. The Socratic Method of teaching involves asking a series of easily answered questions that usually lead the answerer to a logical conclusion forseen or planned by the questioner. Dr. Abt, in the Bucknell Conference on the Migrant Child, says rather significantly, "the other major requirement for the motivation of migrant youth toward academic achievement is that the student be actively involved in problem solving and decision making, rather than pasively listening to lecture. Much recent research suggests that learning is related to teaching, that the more the students talk and LESS the teacher talks, the more the student learns." (Apt, 1967)

Thus, I apologize for the necessity of addressing you for the alloted forty-five minutes without involving you in the session. I really have so little time in which to share some of my ideas. So bear with me until I finish.

In the beginning of any classroom situation, I try to set up a desirable climate. I find in Speech that the placing of chairs is of some importance. I use a half rectangle with a slightly raised platform (if I am lucky enough to secure one) in front, a small table and a music stand. I deplore the use of a large podium such as this, for it is easy for the speakers to use it as a hiding place. (demonstrate) A music stand, upon occasion, is allowable. The table is used for displaying visuals. Placing the students in a rectangle, facing one another puts them in contact. If the youngsters are small, we can even sit on the floor in a circle. Often, high school students enjoy this approach. The main idea is to focus on the youngster and not the teacher, who often as not sits in the rear of the room. This is our usual classroom setting, but the same informality can and is achieved when out in a field.

One more word about "in the beginning." Since the idea is to give the student the feeling of I. S. (Instant Success), I stress that grades are not important – improvement I. S. I stress each student's problems privately by little notes and later, after the group is established, peer praise *and* suggestions take over.

When working with urban children of migratory farm laborers in Denver, Colorado, I found it most difficult to establish rapport until I admitted to these unmotivated, hostile youngsters that indeed

I did not know everything and that surely they should teach me in areas where I was unknowledgeable. This was particularly successful with my Mexican-American friends who took this as an enormous joke. We made progress thereafter. The groups were small – the setting was not in a school, but in a recreation center, off limits (unofficially) to school-going children. This was the ghetto of the gang. We learned to PLAY. These children, ranging in age from 6 to 16, didn't know how to handle a pingpong racket, to dial a number on the phone, to shuffle a deck of cards, to tell stories, to listen to others, to plan an activity such as a party. All these things we learned. Primarily, we talked. I cannot go into too much detail except to point out that these young people were offspring of migrants with all the stigmas Bernie Valdez of Denver spoke of on the first two days of this workshop. We managed to bring some sense of dignity into their lives – we involved their parents – we entered their homes – it was not an easy job. But no job in teaching is easy. It is a daily challenge to all of us. One interesting activity we pursued was letter writing: many children had older brothers and sisters in jail, on the road, or in the army. I shall return to this setting at the end of my presentation.

I move now to a public school setting. When I began teaching Speech, it was and still is a multitude of concepts. I defined these for myself: I would use any method, however bizarre, to draw out the child, to make him feel important, good at something and quite beautiful. There is something fine in any person. I define it. By the end of a short time, we usually have a "mutual admiration society" among the group. I try to help the children to accept one another – this is CONDITION ONE. So, on the first day, I talk of how important it is to know how to meet people comfortably and how to introduce one another to an adult. I go through my usual routine of how to shake hands firmly. In some cultures, particularly the Spanish, women are not encouraged to use a firm handshake. We discuss this; I show how to look a person in the eye and how to stand tall. I write down or repeat several times what to say to someone when meeting for the first time. Of course, I employ the Socratic Method, so generally, the students tell me how it is done. I merely act as a catalyst. Then I pair off the students seated next to one another and give them most of the period in which to meet – to ask one another about "where you were born, what are your hobbies, how many brothers and sisters do you have, etc." Then I tell the class that they will come up to the front of the room and they will introduce their partner to me. The physical contact of the handshake and the look in the eye seems to let down barriers. It reveals to the teacher any initial problems. You may try this in working with shy, disadvantaged youth who need so much to be accepted by their peers. In fact, peer acceptance is, again, CONDITION ONE. It is essential to the method. What of the child who enters the class late? Students are told that if any child arrives late in the term, they will be responsible for introducing him in the same manner to the teacher and to one another. It is not necessary at this date in our workshop to repeat to you the many definitions given and written about these migrant children who come to our schools and depart. This point has been made at this podium before, particularly by Mr. John Hyams.*

On the second day, we learn how to stand so that our physical frame is seen to the best advantage. (demonstrate) I advise looking in a mirror. Control of the hands is one aim at this point.

So, on to CONDITION TWO. In order to be capable speakers, we must first be good listeners. This is often overlooked. The disadvantaged child has difficulty in concentrating. The great thing about a speech class is that the assignments can easily be planned to suit the needs of the individuals. But less you think only certain students have difficulty with listening, let me assure you that some of our college students are equally deficient in the art of listening.

CONDITION THREE. Let the child speak. But how? All right. I give impromptu as well as planned assignments. Before getting into this area, one can begin with non-speech, pantomine. There are many books which give good exercises in this area. There are basic skills which lend themselves to pantomine which every child and adult enjoys. Usually one can achieve instant success in this area. There is a technique for "hearing." Raising the eyebrows. Thus. There is a technique for seeing. Widening the eyes. Thus. There is a technique for "reacting." I put these together in a simple exercise assigned a day before in order to emphasize the importance of one's eyes. It goes like this: You are seated on a fence in a field. Your are doing something quiet. You may even be napping. All of a sudden you HEAR a bee. You look for it. You SEE it. You react someway to it. It departs. You go back to what you were doing before you heard the bee. You'd be amazed at how well all the students do this exercise. They are infinitely inventive. If you want an acting book which has a series of more or less interesting exercises, you might look at Samuel Selden's "First Steps in Acting."

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* Migrant children need educational experiences and services specially designed to combat the loss of emotional stability, self-identification and self-confidence brought about by their continuous nomadic circumstances. There is an acute need for an educational program which can deal effectively with the emotional-social needs of these children . . . They especially need skills and contacts which are experience-centered and have significance for them in their present living conditions. The curriculum should be designed to provide opportunities for children to experience success, to be aware of their needs and strengths and to instill faith and confidence for appreciating their capacity to learn and succeed.

Speaking of acting, a successful assignment with the shy and withdrawn child is, perhaps, the most difficult. It involves acting or role playing. The teacher of Speech can use dramatics as a therapeutic tool. Some educators disagree with the usage of drama, but it works. I perhaps, tell the story of *Cinderella.* Or a student tells it. Then, we decide to act it out. I always assign parts personally . . . parts deliberately therapeutic in intention. You've all heard of psycho-drama with mental patients. I have had some background in this area. So, little Jane who knows she has buck teeth, a longish nose, and thick lips tells me that she FEELS ugly. But she is really quite beautiful. I have never seen more expressive eyes. Her voice is low and pleasing. She moves gracefully. I always compliment each child on his positive qualities, in front of the class, incidentally.

I cast Jane as Cinderella, the heroine. Jane has never been a heroine before. She really feels and looks like a princess when the play is ended. This is why many people go into the theatrical profession. They just like being someone else or feel more comfortable in a role.

One of my more dramatic transformations involved a young shy boy of 15, John, who couldn't, wouldn't speak up in a loud, clear voice. His eyes were always on the ground. His body sagged. The absence of self-esteem was written all over him. I cast John as Tom in a scene from the *Glass Menagerie,* a more formal setting than previously described. He amazed himself AND the class with his fervor when it came to telling his mother, Amanda, that he was a member of the Hogan gang and she was an old witch!! It was electrifying to see the change in John since that day.

Perhaps I should stop to explain that I begin with impromptu acting and sometimes work up to a play which is presented to an audience of peers and adults. Even a silent spear carrier can feel important in a glittering aluminum foil breast plate and hat.

Another technique I have used is to ask a withdraw child to yell at me – to scream "Mrs. Goodman, I hate you!!" On one occasion I was struggling with a student newly arrived from Iceland, a student with a genuine language problem who always developed a frog in her throat whenever she came to class. I told her to clench her fists at her side (a voice increases in strength when one does this) and to scream, "I hate you, Mrs. Goodman." Again and again, she'd whisper the words. Then, finally, she got angry. This was my objective. She screamed out clearly, "Mrs. Goodman, I don't hate you!" She never had a grog in her throat after that session.

Of course, I experience failures. And these have even greater rewards for me. Then I need to take time, a precious commodity these days, time to chat informally with an individual child on a one-to-one basis. We often rehearse what he'll do the next day – after he has agreed to try. In these instances, I learn of the normal fears of the student and can reassure him. The person-to-person contact is an important part of the overall method. It is CONDITION FOUR. No shy, quiet child can be allowed to sit thru a class day after day without seeking him out. A teacher in the area of oral experience needs infinite patience. Do not for a moment think that a small child has a monopoly on a weak self-image. I had a college student in English whose written work warrented a consistent "A". She couldn't utter two consecutive words without stuttering or pausing. Of course, her problem really needed the attention of a therapist which we didn't have. I asked her if she ever had to speak in high school. She assured me that she never had to speak, once her weakness was discovered. She still got her "A" in English. She had never been referred for treatment. So, I worked with her after class to say one clear word, two clear words, a phrase, a clause, a sentence. "I – believe – that – women – should – not - have – to – fight – in – a – war." It was uphill work. Then I discovered that she related well to one man in class. They had argued often about Vietnam. He got up in front of the room with her. They faced each other. They argued. She forgot our presence. She spoke slowly, repeating occasionally, but she was articulate. Only when she realized we were there did she falter. But she gained initial self-confidence.

I move on now to the area of audio and visual aids which are an integral part of the classroom setting. We use the tape recorder constantly and replay our own efforts. We begin with the reading of poetry, generally. There are several dramatic techniques which help a student to read well. I cannot take time now to list these. We also all sing songs, any song (which releases inhibitions), into the recorder and we interview one another. This technique definitely brings the class together. I often simulate a TV studio or man in the street situation. The students love this. We pretend we are on camera, have time cues and time limits and watch our posture and eye contact. Do I have time to play a tape made several years ago in high school with a class of so-called "slow" seniors? These students were not going on to college. One interview was with a boy, very quiet and reserved, who was studying to be a barber. The next interview was with an older lad who resented being in school, in class, in a chair, seated quietly. He seldom spoke in class and then in a manner to indicate that we really couldn't possibly be interested in his views or he in ours. The young man interviewing the others had a quick mind, a superior vocabulary, a gift for drawing out his peers and a knowledge of many things. Yet he was in the "slow" section because of "D's" in English. (TAPE)

This brings me to one of the best of the techniques, by no means new. I had known the Paperbag players in New York City who carried their props in bags. When I began teaching in Delaware, I organized the Basketeers, a group of students who told stories, fairytales, and who carried their props in baskets. It began innocently enough in class when the assignment was to ACT OUT, not TELL, a story: to act out all the parts. Thus, one boy would play Rapunzel, the witch, and the prince in turn. *Hansel and Gretal, The Three Bears, Gretal The Cook* are among the favorites. You'll notice that all involve FOOD and HUNGER.

In our high school classes, we told stories on closed circuit TV to the first, second, and third graders. We also "toured" the same grades and the first and second grades in several schools in the Wilmington area which had heard about us and requested our "company of players." We received the fan mail that I have on the board. Then the children in the sixth grades became "Basketeers" too, and toured the lower grades with their stories. Then the first graders caught on and they, in turn, visited the high school class and entertained the group with acting out stories.

The use of TV is a wonderful tool – the students can actually see what they are doing IF they have a video tape of the proceedings. But this is a highly expensive and most unlikely aid right now. It is not essential. If I have to, I teach outdoors under a tree. In fact, I often bring students outside to make them project with their voices in the open air.

The main thing to be stressed is that it is wise to keep the schedule flexible. CONDITION FIVE. One never knows what to expect in the classroom; one never knows when he'll strike gold. But when one does, one literally shines! I get very emotionally involved. I show it. I plead, tease, and joke with my youngsters. I am usually exhausted after every class. Remember, that though I am at the rear of the room, I am always alert to all that is happening and move in gently whenever necessary. I rely on the group as much as possible and give potential leaders a chance. Many youngsters in classes have felt second-rate because they are programmed into so-called slow sections. They feel that everyone thinks they are stupid. They say "Sure, we are stupid, or we wouldn't be here." This is the challenge the teacher faces everyday.

Now, the child who comes and goes must be handled with care. He must be introduced to the group, accepted and given a role to play in the class. When he sees everyone making mistakes (and they do), he can feel secure about making them too. When he finds he knows something others do not – about picking apples or about traveling thru other states or identifying plants or rain clouds or fish, he can feel he has a special contribution to make to the class. He is praised liberally. Praise is a teaching tool. It might be called CONDITION SIX.

I wish I had "time" to share more of the techniques which have proved valuable.

I would like to return briefly to my rewarding experience with the Mexican-American children in Denver. After being with them for three months, we decided to put on a real play and invited parents and friends. Most of these young people had never been on a stage in school: they were all "drop outs."

At the beginning, they were very enthusiastic. It took time and patience to get them to persist in meeting rehearsal schedules, in learning lines, in doing vital backstage chores. It took time to get them to realize that it was their own show: the responsibility for its success fell on their own shoulders. This realization came – in time. The production proved successful.

I should just like to stress the therapeutic values inherent in stage production IF one has time for such a luxury. Generally, I subscribe to the theory that no one has really learned to master the elements of speech until he has been before an audience. This audience must be created. Even in a middle class high school, it took some persuading to assure the principal that the ordinary student could act and could be responsible for backstage work. When he saw this was so, he assigned the auditorium for classroom "workshops."

My finest pupils, my greatest personal victories have been those children who have overcome their poor self-images and have gained self-confidence. Often, I never see them once they leave, but I've enough of them and heard from enough of them to know that something tangible remained.

We can, thru creative oral expression, help to reinforce a personality. We can build up confidence where it is lacking. It is a thoroughly engrossing job. The failures are a challenge; the successes are nector!

I'd like to end with a quote from Hamlet when he advises the players:

> "SPEAK THE SPEECH I PRAY YOU AS I PRONOUNCED IT TO YOU TRIPPINGLY ON THE TONGUE . . . BUT USE ALL, *GENTLY*."

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PART IV

SUGGESTED CURRICULUM, METHODS, MATERIALS, AND PROGRAMS FOR THE MIGRANT CHILD

This section contains the following Chapters: Chapter 14, "Awareness", by Phyllis G. Grant, Junior High School teacher in West Chester, Pennsylvania, who has a special interest in this area; Chapter 15, "Guidance Programs For Migrant Children," by Dr. Irving Eisen, Executive Director, B'nai B'rith Vocational Services, Philadelphia, Pennsylvania; Chapter 16, "Build Upon Their Joys," by Reba Pierce, Elementary school teacher, West Chester, Pennsylvania; Chapter 17, "The Grade Teacher And The Migrant," by Marian W. Davis, Elementary Music teacher, West Chester, Pennsylvania; Chapter 18, "Methods Geared For Teaching The Migrant," by Louis Tancredi, Principal, Nether Providence Elementary School, Pennsylvania; Chapter 19, "Teaching The Migrant Physical Science," by David Coleman, Assistant Professor of Science, Cheyney State College; Chapter 20, "Crafts For The Migrant Child," by Aaron Wilson, Assistant Professor of Industrial Arts, Cheyney State College; Chapter 21, "Libraries And The Migrant," by Kay S. Troy, a Junior High School librarian; Chapter 22, "A Charge To Higher Education," by William K. Garfield, a student at Cheyney State College and a member of the Philadelphia Police force; and Chapter 23, "A Migrant Summer School," by James H. McGeehan, History teacher and Principal of summer school for migrant children; Appendix "A," "Action at the Round Table," a taped group discussion; and Appendix "B," "A Petition," circulated by the conference participants.

In Chapter 14 Grant used the term "awareness" to focus in on the responsibility of various elements in meeting the needs of the child of the migratory farm laborer. She points to the child himself, parent, crew chief, teacher, community, government, and the buyer."

In Chapter 15 Eisen examines the role of the guidance worker in helping the migrant student adjust to the school situation. In considering several unique aspects of a suggested guidance program, he looks at the counselor, teacher, and administrator and outline's the function of each in such a program. Eisen makes reference to specific attitudes and habits that must be coped with by guidance personnel. Eisen advocates a self-direction approach in the implementation of a total "guidance" thrust.

Pierce, in Chapter 16, suggests methods that the classroom teacher might employ in an effort to motivate the migrant student. She advises the teacher to incorporate into her lessons, those migrant "joys" which have been ascertained. For example, she illustrates how a simple item of pleasure such as food can be used to stimulate the migrant in art, mathematics, social studies, and geography.

The attention of Davis in Chapter 17 is focused on the middle class elementary school where one or two migrant children "disrupt" the organized pattern of the class. Davis suggests what the teacher can do to help this type student adjust to his new classroom environment.

Special techniques and devices can add to the effectiveness of the educational program geared for the migrant, according to Tancredi in Chapter 18. In this Chapter, he lists and explains how modern educational methods and materials may be adapted to the needs of the migrant learner.

The physical sciences can be made more interesting to the migrant if certain techniques are employed and others are avoided, according to Coleman in Chapter 19. He first discusses the major problems in teaching the sciences and then proceeds to offer an approach that could be used to overcome the "scientific syndrome."

Utilizing the premise that "crafts are a universal vehicle in helping the teacher to break down the barrier of communication," Wilson in Chapter 20 makes reference to a published list of easy-to-construct projects that the classroom teacher may undertake in "reaching" the migrant student.

The place of the library and librarian in this effort of educating the migrant is brought forth in Chapter 21 by Troy as she relates how federal programs can be of some assistance in this task.

In Chapter 22 Garfield makes reference to an approach that could be used in the training and selection of teachers of the migrant child.

Utilizing his personal experiences, McGeehan relates in Chapter 23 how he administered a migrant summer school in Chester County, Pennsylvania. He explains the courses offered and methods utilized by his teachers in relating the curriculum to the needs of the students.

In Appendix "A" the transcription of a round table discussion conducted at the conference brings out the feelings of the conference participants after they developed a degree of empathy toward the plight of the migrant student.

Emanating from this discussion was a suggestion that legislators be petitioned to act on behalf of the migratory farm laborer. Appendix "B" contains one reply (by the Chester County Pennsylvania Commissioners) to the petition.

CHAPTER 14

AWARENESS

by Phyllis G. Grant

As I listened to the various speakers in this workshop, as I traveled to migrant labor camps, and as I visited the school for the children of migrant workers, one word kept coming back over and over again to me. The word is AWARENESS. Awareness of the people to many things. I ask myself questions in a search for some answers to the problem of not only the migrant child, but also his family, his family's employer, the community he enters, etc.

Is America really aware of the migrant? Is he a necessary part of our national economy? Will his disappearance change this economy? Have we the right to assume he does not wish to remain a migrant? These questions and many more keep coming to mind and with them the ever recurring question of awareness. Are we really aware of the migrant? When I say we, I mean the comfortable middle-class American citizen. Can we really put ourselves in his place and truly understand why he is as he appears to us. We have, for the most part, lived by a set of standards we believe to be good. Now we judge a migrant and his children by our standards. We decide that, because he cannot speak our language, he will not have success. We decide he must learn our language, our methods, and our ways, like it or not!

Are we being fair? Are we really being aware of the migrant or are we only being concerned with making everyone conform to what we believe to be right?

As our country developed, we had migrants from many lands arriving daily. These people all spoke different languages, had different ways, and had different methods of doing things. They also had a special something to give to our country to make it the unique place it is today. Does the migrant have such a contribution to make to our ever changing country?

I am not suggesting that the migrant should stay as he is, but, I am suggesting that we have no right to decide for the migrant what he must do. Have we this right? There is no question, but knowing a country's language one is better able to communicate with others of that country. However, the migrant can still perform his line of work without knowing the language. We saw this in camps we visited. The work can and is being done by people unable to speak our language.

Coming back to the main idea – that of awareness. Are we aware of how the migrant really feels about his child? We spoke to one young man, a migrant himself, who graduated from high school. He spoke Spanish, his native language, and English. He is anxious for his children to attend school and even expressed the desire to one day own land of his own. We can conclude from this that, by our standards, he is aware. He also seemed aware that the men in his care should learn English so, as he said, they can buy shoes in town. In that town, no merchant apparently spoke Spanish. Yet if one travels to Miami Beach and shops in stores of all kinds, Spanish is spoken because of the large number of Cuban and Puerto Rican migrants. Can we say that people in Miami Beach are more aware than those in New Jersey? Are the merchants in New Jersey wrong? Who is to say. We come back to the original question. Are we aware of the migrant?

What awareness does the farmer who employs migrant labor have? Is he only interested in getting top dollar for his crop, rather than being aware of his employees as fellow human beings? At one camp, the farmer was not allowing the migrants to work because the market price for the crop was low. The migrants were just sitting around with nothing to do. Perhaps this problem of price is part of the key. This same farmer, who wanted a good price for his crop, is he aware of the living conditions that he provides for his migrant workers? After seeing the film, *Harvest of Shame*, I wonder how the farmer sleeps in his comfortable bed, eats from his well supplied table and bathes in his clean bathroom while those who pick his crops live in the hovels he calls decent housing!

The crew chief, what does he care for the people he sells? He will jam them into any means of transportation he can get, with little or no awareness for safety. He will sell these people anything he can to make money for himself. To him, they are a means of income, He is aware of them as part of his way of life, but he is not aware of them as human beings.

We have become a nation of people governed by money. We spend money not to grow crops, we spend money to plant crops and then not pick them. In effect, we spend money to provide unemployment for the migrant. Again, I ask the question, is the migrant a necessary part of our national economy.

What of the migrant child who one year finds himself in central Florida, the next few months perhaps in New Jersey or Pennsylvania and maybe later in Michigan? If his family is aware, according to our standards, he may attend three schools in one year. Let's assume language is not a problem for this child. The fact that he travels makes him a rootless child. When he enters a school he has no friends, no idea of what to expect from peers or teachers. He is simply passing through. If he is aware, again according to our standards, we would hope he would want to learn. However, being realistic, his desire to learn has probably been frustrated by the fact that he never stays in one place long enough to get used to the school, the teacher, or the other children.

What of the teacher who has this child in class? Is the teacher really aware of this child as a person or as a nuisance? And well this child might be a nuisance to some teachers. He may be ahead of the class or far behind, but there is little chance that the child is on a par with the class. Therefore, the teacher must take time to compensate this child. How many teachers really will take this time? The teacher may be aware of the needs of this child, but because of numbers in her class, not able to do too much about it. The child may be aware of the teachers reactions to him and the problem he presents. As Dr. Cooper and Dr. Eisen pointed out, both the child and the teacher may just "put in time with each other."

The community and state that this migrant enters also have some responsibility to fulfill. These are human beings and, as such, should be treated as same. But do our states treat them as human beings? We don't care how they travel, how they live, if they get medical attention, and many other things vital to human comfort. It is only in recent years that concern has been shown toward the child and his education.

We all agree that education may well be the key to this problem. We need to think of education as more than just learning the 3R's. Our education programs must be re-evaluated in terms of not only the migrant child, but also the disadvantaged child. In comparing the two, the have many similar problems. They both come from varying degrees of low income families, they are often shun by their peer group, they fall below school standards, their family life has suffered in many ways, and they are not fully aware of the world around them. As a junior high school teacher of disadvantaged children, I find that many of them have experienced such frustration that they cannot see a purpose for education. They seem to attend only because there is no way out, except to break the law, or, in the case of the girls, to become pregnant, or finally reach their sixteenth birthday. Knowing this, I constantly look for ways to bring home to them, realistically, the value of learning. Education, book knowledge, is only part of learning, I believe. We must make every effort to help these children learn. They must learn how to live with each other, how to respect another human being, how to best equip one's self to survive in this world, and most important, they must gain a good image of themselves. Our country is considered the richest nation in the world. We have many natural resources and our richest resource is our youth. This resource can and must be developed to its fullest.

We have been told by many of our speakers and I have learned from my reading that many of the migrants today will leave the migrant stream and either find other employment or join the relief rolls. We, as people interested in education, have a most important job and responsibility, not only to these children, but to our country, to help educate and teach these children to live in the world with us. The first step toward this, as I see it, is to accept the challenge. By doing this in the fullest sense, is to make everyone aware. The migrant worker, the migrant child, the crew chief, the farmer, the buyer, the government, and perhaps the most important, people must be made aware!

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CHAPTER 15

GUIDANCE PROGRAMS FOR MIGRANT CHILDREN

by Irving Eisen

INTRODUCTION

The following material was presented after viewing portions of kinescopes, films prepared from videotapes. The tapes were made during a federally-funded program for the training of counselors to work with migrant children. The writer was principal investigator of the program conducted at Florida Atlantic University during the summer of 1967.

The title of the kinescopes is "Use of Videotaping to Train Counselors to Serve Migrant Children." It may be viewed at the Learning Resources Center, Florida Atlantic University, Boca Raton, Florida. To arrange for use of the films, write or call Dr. Lawrence E. Smith, Director, Institute of Educational Research, Florida Atlantic University.

I. E.

PROGRAMS

Let us look at the roles of the guidance workers in order to consider a few of the unique aspects of guidance programs for migrant children. It may be advisable to limit our treatment to only three of the guidance workers often identified in a well-staffed school system. Let us look at the (1) counselor, (2) teacher, and (3) administrator. We can mention only other pupil personnel specialists briefly.

It is necessary to distinquish between the terms "counseling" and "guidance." Guidance is intended to mean those broader activities of non-instructional help which include counseling as one of the guidance services. Counseling refers to the one-to-one interviewing activities which are characterized mainly personal interaction between a child and a knowledgable adult who is helping the child make decisions which will facilitate self-direction and fulfillment. Other services which are generally included in guidance programs are orientation, testing, record keeping, placement, follow-up, and program evaluation. The term "pupil personnel services" includes the function of many other specialists: attendance officers, school nurses, school social workers, and others.

The goals of guidance for migrant children as they are held by educators and counselors for a free society are not different in kind from those for any other ethnic group or sub-culture. There is much basis for doubt that we can think and plan effectively in terms of guidance programs adapted to characteristics of groups – whether migrant children, the children of middle-class Jewish families, black urban disadvantaged children, or of white Anglo-Saxon Protestant children. There is more variation within the group than between the groups. There is much overlap of the deviations from the means no matter how much or how great it seems there is a difference between the means.

Elizabeth Sutton, one of the earliest specialists in the education of migrants, has said, "Migrant children, as do all children, differ in their needs, abilities, interests, motivations, backgrounds, etc. Hence, we must not stereotype the migrant child; instead we must hold fact to the theory of individual differences to which we have subscribed for many years." [12] Individual differences, then, remain of paramount importance. Unconditional acceptance of differences and valuing of the individual remain critical. The goals for all individuals remain those of self-fulfillment and social integration.

The statement may not be completely acceptable to those who conceptualize a guidance program as one part of a manpower drive; nor would it be acceptable to those who conceptualize public education as only a mastery of subject matter; or only a vocational training program, a citizenship training program for perpetuation of national ideas, etc. The goals of guidance programs and education for migrant children must place major emphasis on individual needs for optimal growth, for mental hygiene and for self-fulfillment.

Compared to programs for other groups of children, a school for migrant children has at least the same needs for a personnel function to assist all the children to become fully self-directive and socially integrated. There is at least the same need for specialization in the instructional, administrative and pupil personnel functions of the school.

Specialization of the personnel functions implies assigning primary responsibility to specialized staff. It means providing special facilities and budgets. In the case of migrant programs, it may be necessary to appreciate that complete separation of functions may not be desirable. The teacher and administrator can and may be encouraged to counsel and test in the broader meaning of those terms. The counselor can teach in the sense of reinforcing instructional goals while he is counseling.

In the implementing of the guidance function of a school, it is necessary that to serve migrant children all administrators and teachers must see themselves as guidance workers. Good teachers and administrators have always carried on many of the activities which are sometimes too exclusively placed in the guidance program.

The teacher can play a key guidance role, for example, in helping the migrant child develop a vocational self-concept based on accurate and adequately varied occupational information introduced into his curriculum. He must, of course, avoid limiting in any way the child's freedom of choice. Nor can he justify in our rapidly changing world encouraging early or premature foreclosure of a vocational choice by any migrant child. He must avoid undue pressure for making a choice.

The teacher and the administrator must help support and encourage the activities of the counselor to broaden the migrant child's perceptions of the complex world of work. They must encourage a flexibility – perhaps, even an avoidance of career stability – which helps the child think of his vocational life as "open-ended." The impact of automation and other change factors will inevitably require that: (1) every child expect to change his career several times during his working life; and (2) every child expect that continuing adult education will be necessary in order for him to obtain re-training for new careers as the need arises during the course of his working life.

The teacher can fulfill his role in this area of vocational development by the conscious selection of instructional material. The use in lower grades of items like "Our Working World" by SRA is indicated. He must make full use of the guidance counselors in his school system as consultants to identify other information resources.

But in a rapidly changing world the migrant child will need guidance in finding his "self" in many areas other than the career areas. He will need to discover "who he is at least as clearly as he discovers "what" he is. The migrant will have the same need as other children to be involved with a broader and more closely knit world. The migrant child of today will not find it possible when he is an adult in the year 1990 and thereafter to resort to the migrant stream and the fields merely as an escape from the complex, crowded real world of the 21st Century. There is no implication here that the migrant worker should be denied a free choice to seek group identification in a rural life of closeness with members of his own sub-culture.

In the frame of reference of a complex, crowded world, the single most significant characteristic of programs for guidance of migrant children must be a responsiveness to the isolation of the migrant child. Of course, the recent record of activity designed to cope with the migrant child's mobility and his irregular school attendance is a response to a concern for his isolation from the main stream of society. The increase recently in federally funded programs for services to migrants reflect the increasing closeness with which different groups will be relating to each other – not only through the sanitary medium of TV screens, but through real personal, potentially abrading contacts.

Guidance workers – teachers, administrators, counselors and pupil personnel specialists – who plan and work together in a program involving migrant children may have only one group difference on which there is a unique need to concentrate. They will have to be more sensitive to the tendency for migrant children to be "distant" from school in terms of attitudes and habits as well as in attendance. Guidance workers will have to be more active in "reaching out" to provide services to migrant children. "Reaching out" means doing things for and with migrants beyond simply providing mobile physical facilities.

The full meaning of "reaching out" is most effectively clarified in the following quote:

> Failure and retardation, associated with past school experiences, and the isolation and rejection associated with migrancy cause children to be fearful, hopeless and apathetic. Many children do not believe they can learn, that they have something worthwhile to offer, that they can be "somebody."
>
> This concept of self blocks learning and dooms children to failure. The self that is shaky becomes strong only as others convey to him that he is a person of value. In all schools, teachers and other staff members worked hard to make all children feel wanted and welcome, and to make the school an interesting place to be. They tried to provide some measure of success for each child. The teachers' feelings of warmth were communicated in a multitude of small ways – a personal greeting for each child in the morning, children's own names built into songs and games, approval for every evidence of effort and progress. Para-language was often powerful – a sympathetic meeting of the eyes, a hug, a smile, a pat on the shoulder.
>
> In one of the schools, the dentist, a valued member of the staff, contributed to the self-esteem of children by photographing each one and providing a picture, first to display in the classroom, then to take home.

In a multi-cultural society such as ours, which encourages contributions from all ethnic groups the school must expect to develop potential leaders from among migrant children. Some migrant children will be gifted. To quote Dr. S. Norman Feingold, National Director of the B'nai B'rith Vocational Service:

> Teachers should be alerted to watch for the following clues to talent among their students.
>
> An ability to learn facts and principles independently, rapidly, and efficiently.
>
> A capacity to read swiftly and comprehensibly, with superior retention and recall.
>
> A meaningful association of ideas coupled with forceful reasoning.
>
> A capacity for extensive and meaningful plans.

A curiosity about things and ideas.
A predisposition to favor the challenging and the difficult.

The school counselor will have special functions in the following areas:

1. Interviewing —with de-emphasis on verbalizing and increased emphasis on physical contacts and play therapy techniques to improve communications with the child. There will need to be increased emphasis on communicating the feeling that the child is valued as a worthy individual and that educational workers want to help him grow and perceive his environment fully.
2. Individual data gathering – or educational diagnosis with wise and limited use of testing and emphasis on telling the story of an emerging personality.
3. Cumulative record keeping – with involvement in the latest of processes for collecting the record and keeping that record with the child as he moves about.
4. Information services – with emphasis on creatively presenting the world of working and learning as psychologically attractive and as non-threatening as we can.
5. Teacher consultation – with emphasis on sharing the teacher's problems and frustrations, and not on hogging the good emotions of being in the role of the expert.
6. Community relations – with emphasis on tactful and respectful involvement as a facilitator and coordinator rather than as a poor substitute for a social welfare worker.

The teacher's role as a guidance worker must enhance his major function as an instructor. His obligations to cooperate in a guidance program must not impose chores which detract from his instructional function.

1. Goals and objectives must be set in terms of appropriate developmental tasks for the child which do not result in constant failure and frustration for both the teacher and child. Such frustrations usually produce a psychological climate which diminishes the child's self-concept and his aspiration to full development. The teacher's goals and

objectives for the child must also be reasonably set so that they result in feelings of achievement for both himself and the child. He must include as many opportunities as possible to provide the child with decision-making experiences on appropriate developmental levels.

2. The teacher must and will serve as one of the role models for the child's consideration.
3. Curriculum must creatively integrate occupational and educational information into subject matter from the earliest grades. Such information should project a psychologically attractive picture of a varied and meaningful world of work. Meaning in terms of values and satisfactions which can be forthcoming to the child from productive work in his future life must be stressed.
4. The teacher must know each child as an individual – both his school related traits and his personality variables – and convey to each child that he is known and respected as an individual.
5. The teacher must become sensitized to as many as he can of the symptons of various kinds of problems.
6. The teacher must know community resources of the broadest nature and then refer either directly or through the counselor as many children as he can for any ancillary services he finds necessary and can find available.

Administrative leadership in our society is still a major factor in effecting any program. The role of the superintendent and principal is a primary one in the guidance program. Either one can set the tone. Either one can make or break all the technically perfect programs of guidance specialists.

1. The activities of a principal and superintendent in support of adequate budget, personnel and facilities are absolutely necessary, but they are not adequate by themselves.
2. The administrator must provide active, informed leadership and communicate his high regard for the values, purposes and organization of the guidance program.
3. He must participate in helping teachers value

non-instructional, guidance-related aspects of their roles – particularly, by providing for class time to be available for certain guidance activities.

4. He must support and encourage the development of specialized guidance services – counseling, testing, record keeping, follow-up, research, and program evaluation.
5. He must include guidance specialists in all phases of educational planning.
6. He must obtain for migrant children as many as possible specialized personnel workers, including:
    a. the school attendance officer
    b. the visiting teacher or social worker
    c. the librarian
    d. the school nurse
    e. the school physician
    f. the school psychometrist
    g. the school psychologist
    h. the school psychiatrist

(It is possible that many of these disciplines will benefit from contact with migrant children at least as much as the clients will)

Finally, the superintendent and principal must represent the guidance program to the community. They must do this not only vis-a-vis community leaders as represented by board of education members and political office holders. They must actively represent leadership support and encouragement for the guidance program to migrant parents and children so that they may know that the guidance services to them are highly regarded.

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CHAPTER 16

BUILD UPON THEIR JOYS

by Reba C. Pierce

In the parable of "The Good Samaritan", that great Teacher of many years ago gave an educational principal which is considered vital in present day teaching. It is stated that when the Samaritan came upon the man who had been beaten and robbed, he "came where he was" and "went to him." The man's immediate needs were met right where he was, then he was lifted and taken to a place where he could be given more of what he needed until he reached a point of independence and could go forth from the "inn" on his own. What a lesson this parable holds for those of us in this age who would be teachers of migrant children! These children are the seed of the "man" who so many years ago was beaten down to the ground by greed and robbed of his human dignity and left to die in the heat of the sun or toil of the soil, while proud humanity with its religious and legislative leaders over the years "passed by on the other side." The teachers of today's migrant children must go to these children, take them where they are, attend to their immediate needs and prepare them to move onward to the "inn" of higher education where they can get the preparation needed to take advantage of the freedom and opportunities which all were meant to enjoy.

Teaching migrant children is a large task and carries tremendous responsibilities to those who have a good understanding of the pitiful conditions and extreme exploitation and disadvantages these children have been subjected to, but it can be greatly simplified and happified when the programming for their instruction builds upon their joys. Many reports, movies, tapes, speeches, etc., champion the plight of the migrant people, and rightfully so, but nothing can be worse than a teacher who approaches these children with morbid pictures in mind and pity in her voice. Every teacher of experience who has met some measure of success in the classroom knows that within each child is the capacity to smile, to laugh, to enjoy the present good, the present joys of the moment. This teacher knows, too, that once this smile is elicited by her, the torch of learning has been lit and it is up to her to keep it burning and increase the flame.

What then, are ways that teachers of migrant children can prepare to build upon the joys of migrant children? It would seem that their joys are very few, but are they really? Ask yourself, what gave me joy as a child? The answers will come quickly: good food, kind friends, the beauties of nature, special holidays, community programs, understanding teachers, free play activities, organized games, exploring, adventuring, communicating, and the list could probably go on and on. Now the decision must be made: which of these joys are already within the migrant children that I will be working with, which are the joys that must be added and cultivated within reason during the time that I will be working with them. The program and the goals of the program must be practical. A certain amount of research will be needed to determine to a degree the accuracy of your assumptions as to which of the joys of childhood you experienced apply to the particular group of migrant children you will be working with, for while the joys themselves are rather basic for all children, the means of attaining these joys may be quite different and therefore require different approaches. For example, the joys of special holidays such as Christmas and Easter would vary for the Negro and the Puerto Rican, though they celebrate the same holidays at the same time, and appreciation of these variations must be included in programming instruction for those periods if migrant children are a part of the total class when these holidays occur.

It is not necessary to delve into each possible joy that the teacher of migrant children may build her instruction on, nor would it be practical, for each teacher has an individual approach, but a perusal of a few of these methods should be helpful to a teacher with imagination in working with migrant children. Needless to say that a teacher without imagination should not teach children – migrant or otherwise. It is doubtful that any of the suggestions made will be new or startling, but they are presented here as something to build upon, and perhaps they will stimulate those who feel hesitant about working with migrant children because they are not sure how to begin.

Food is one joy which is common to every migrant child, mainly because they are so often without the right kind or sufficient quantities of it, and partly because their families are "in the food business." In language arts you will find words and sounds related to foods are learned quickly, but only if terms that are familiar to the migrant child are used and built upon. The teacher must know what kind of foods the migrant children eat or help to plant and harvest, and should attempt to learn what special dishes are served (if any) in their households. One easy way to do this is have each child draw a picture of his favorite dish to "show and tell" the class in the primary grades, or compile a class recipe folder of "Favorite Family Dishes" in the intermediate grades. The recipe folder makes a nice gift if duplicated by the teacher, for Mother's Day, Christmas or Thanksgiving (if pupils have achieved sufficient independence in writing skills.) If the total class is of migrant children as in the summer school programs, they might enjoy working together with the teacher to prepare and cook a favorite dish if facilities are available. In mathematics you would not want to pass up the opportunity to have that old favorite, the grocery store, made up of empty or full containers with prices and customers who must use toy money or the like to purchase items and add, subtract, multiply and divide as needed. For science, experiments with soil and germination of seeds which leads to learning parts of plants and the importance of weather are valuable. As you can see, the possibilities of building upon the joys of food are limitless and immeasureable.

What about the joy of kind friends? Music can do much to build friendships. "I'm Proud To Be Me" and "It Could Be A Wonderful

World" are the songs that come to mind right away. These can be found in a book called LITTLE SONGS ON BIG SUBJECTS which may be out of print by now, but there are certainly many other books available that have songs with messages just as significant on friendship. There are singing games such as: "How Do You Do My Partner?" and numerous square dances that afford many opportunities for building kindness and friendship. Of course, music itself is one of the common joys of children of all kinds which was not listed previously, so just explaining one joy will bring to mind another and another and so on. Going back to the joy of kind friends, certainly physical education periods can do much to build on this joy. I watched a migrant child running across a wide field as the bus I was on passed his camp. I admired his stride and thought how popular he would be on the school's track team or even my own class' team on field day, because it seemed the bus was not traveling as fast as he. A teacher writing of his work with migrant children in New York mentioned how swift and graceful they were in their movements and how he used this to their mutual advantage in the program. Of course there is always an avenue of expression in classroom conversation about friendship and mental hygiene lessons on getting along with others, improving classroom atmosphere in class meetings where all can assert themselves freely. Many animal stories for the primary grades teach significant lessons on kindness and friendship also.

This paper would be remiss not to discuss the joy of communicating. More than anything else this is most needed if the scars of yesteryears are to be removed from migrant children and their dignity restored. They must not be ashamed of the way they talk, but encouraged to use their means of communication to their advantage while building an additional means of communication with the "outside world." With this bi-lingualism, these children, be they Puerto Rican, Indian or Negro, can convey to their parents the messages we cannot get across to them about the importance of education and the significance that mechanization has on the prospects in the future for these who do not get educated properly today. These children must be made to realize they are not being asked to give up their native tongues, but to broaden their means of communication with others. Carlos, a ten year old boy, son of a Crew Leader who permitted a group of educators to visit his camp, had a delightful time conveying the English questions to his Spanish speaking friends and vice versa in answering. He had already learned the joy of bi-lingualism because this put him on a level with his father in a sense, and he also had learned to be diplomatic in using this talent because the answers he returned were not always the same as those given. The ingenious teacher will find ways of building upon the joys of communicating with pretend or homemade telephones, microphones, tape recorders and other media at her disposal, especially when the children she teaches speak two languages and she speaks but one.

The joys of special holidays, community programs, free play activities and others have already been mentioned as possible considerations in building the joys of the migrant children in the classroom. This list will grow with experience and the joy of working with migrant children will grow too for the teacher whose intention is to be one of the joys herself which has also been previously mentioned – the joy of having understanding teachers.

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CHAPTER 17

THE GRADE TEACHER AND THE MIGRANT

by Marian W. Davis

Much has been written regarding the plight and needs of the migrant child in our society. Most authorities agree on these principal facts: (1) the migrant child is the most disadvantaged educationally in our country today, (2) the public schools in many cases are not meeting the needs of these children in a manner that will enable them to follow vocations other than agricultural work, and (3) the ever increasing mechanization of our age is decreasing the demand for agricultural laborers. It is the inadequacy of education coupled with the third fact above that points out the urgency of finding immediate and workable solutions to the problem. These same statements could apply to any disadvantaged children, rural or urban, in our schools today.

The concern of this writer is not with the special school for migrant children or the summer programs designed to meet his needs and his alone, with teachers specially trained for this purpose. Instead, attention will be focused upon the middle class elementary school where one or two migrant children with their own unique problems disrupt the organized pattern of the classroom. Usually, in this situation, the teacher has little or no training to work with these children, and with the pressures and demands of the rest of the class often fails to do much more than compound the already existing problem and leave the migrant children farther behind than before. A few practical suggestions and devices might be helpful, but beware of the use of "gimicks" in place of understanding.

Elizabeth Sutton suggests that placing a child in a classroom according to chronological age and physical maturity rather than by achievement is better for the child and the curriculum should then be adapted to his needs.[1] Considering the usual lag of one to four years in achievement, this placement would add a considerable burden and responsibility to an already busy teacher. If a sufficient number of migrant children should enter the school, homogeneous grouping might facilitate the teaching, but it would not help the child bridge the social gap between the community and him; it would in fact stress his feeling of being somehow different and isolated. In spite of the problems involved, the better place for the child would probably be with the regular class. An ideal compromise might be the ungraded classroom. Usually, however, the child is placed according to achievement with or without the aid of previous school records. How does the classroom teacher meet the needs of the child? What is done for the child? Too often the answer is "Nothing!"

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[1] Elizabeth Sutton, "When the Migrant Child Comes to School," *NEA JOURNAL*, 50:33. July, 1961.

For the average teacher, not equipped to deal with the migrant child, the situation appears practically impossible. With a simple "Do the best you can" from the administration, she is on her own. What can be done for the newcomers within the time limitation of their stay without neglecting the rest of the class? There are no clear-cut answers, but let us examine these suggestions:

1. Call for immediate help from the administration and specialists on the staff to determine the needs of the child with regard to language, dress, home and social problems, etc., as well as his achievements and ability. It is then the responsibility of the teacher to see that the recommendations are applied.
2. Accept the child for what he is, where he is, and respect him as an individual for what he does know and can do.
3. Learn his name quickly and use it often. It gives him a feeling of importance to be recognized outside the classroom, also, and called by name.
4. Establish verbal communication between the student and teacher. There may be a language barrier, or the child may respond with barely recognizable or acceptable words or grunts. Reading readiness or writing cannot come until this has been established.
5. Understanding the situation from the child's point of view could be the key to many of his problems. How does he see the school, his classmates and the community? They seem quite different and strange.
6. Prepare the class in advance for the arrival of the newcomer; establish a positive attitude. Hopefully, this would be done for any new child.
7. Assign a "big brother" or "big sister" to help.
8. Arrange a tour of the school building. Explain the use of lavatories, electric outlets, pencil sharpeners, etc. This may be a first-time experience, especially for younger children who have never known an indoor bathroom or other conveniences. Include the cafeteria and possibly a glimpse of the kitchen. This would be fascinating to a girl who has helped with the cooking at home.

These suggestions may help the child and the teacher with the initial adjustment. How can the self-image of the child be improved further and at the same time enriching experiences be provided for the entire class? Here is the real challenge. Specific guides would be of little value, for each situation is unique. Consider these activities and the ways they could be adapted to different classroom situations:

1. See that the basic needs of the child are met prior to the learning experience. No child can learn effectively if he is hungry, has had inadequate rest or needs medical attention. State and federal funds have been made available for needed services; free lunches can be provided when necessary. In some instances, a breakfast is offered before the school day begins.
2. If there is a language barrier, build his vocabulary, (approximately four words each day.) His classmates will teach him most of the basic oral language on the playground.
3. Capitalize on the travel experiences of the migrant child. Although he travels long distances frequently, most points of interest are ignored. Try to determine what the child does know about various locations he has visited and make the most of it.
4. Plan a unit on map reading. Where has he been? Where is he now? Find it on the map.
5. Keep units short enough to enable the child to complete a project within the span of time he will be in school. Long range projects are not practical to him, and more than likely would be left incomplete as the family moved on.
6. Prepare an occasional "one-shot" lesson. As the term implies, the point must be driven home without relying upon repetition. With the migrant, there is always the possibility that the child will not be there the next day. To be effective, it must leave the child with some meaning that he can carry over to other situations.

7. Plan health lessons that will teach the fundamentals of personal hygiene and nutrition on a practical basis. Perhaps each child could have a health "kit" of his own to keep at school, with soap, a comb, toothbrush, etc.
8. Units on the family or home should present practical aspects of family life. "Playing house" could include making beds (perhaps a doll bed) with sheets and blankets, setting a table, how to use a knife and fork, understanding and using manners, etc.. Children love to take turns playing host or hostess to guests or the class for special occasions such as birthdays.
9. Make life size self-portraits. The child lies on a large sheet of paper and his outline is traced, full length. The child then fills in his features, clothes, etc., and colors himself. These make a most interesting display; it is enlightening to see how the children see themselves.
10. Take walks through the community, stopping to examine various shops and the job of the person in charge or working. Point out the milk man and the mail man. Visit the fire house. help them see other jobs and become aware of ways of life other than their own. Additional field trips of educational and cultural value could be planned when appropriate.
11. Make full use of the art, music and physical education programs to enrich the students.
12. Move into units on working with animals and growing plants in science where the migrant child can make worthwhile contributions.

This teaching calls for an individual with a great capacity for understanding, sensitive and perceptive enough to adapt on the spur of the moment, "off the top of the head," to meet the child's needs and get the point across. Any method of teaching, no matter how bizarre, could be justified if it succeeded in drawing out the pupils.

A few final points should be kept in mind while working with these children in the regular classroom:

1. Keep in mind the importance of peer acceptance. However, length of time in school is apparently not a factor in determining acceptance.[2]
2. Teach them to be good listeners. Many have never had to sit still and listen before.
3. Give the child a chance to speak.
4. Teach the concept of time; this has very little meaning to many with a migrant background.
5. Work individually on a "one-to-one" contact when possible.
6. Be flexible; change when something doesn't work.
7. Use praise liberally for contributions or achievement.
8. Find some ability the child has and capitalize on it; give him a chance to show what he does know.
9. Help the children to master the "tool" subjects so they can help themselves.
10. Aim for improvement rather than grades.

The importance of the school and the teacher with true understanding and inspiration cannot be over-emphasized in working with the migrant child. One writer states:

> In many rural communities, the school is the only social institution with resources and personnel to give real and substantial help to young people, whether they migrate to the city or stay home. The chief hope for eliminating proverty and social disadvantage thus rests with education.[3]

Truly, hope for the future of the migrants lies within the education of their children today, that they may, as adults, be in a position to choose between agricultural work and a different way of life. Then, if they choose to remain in agriculture, they would not need to feel the hopelessness of their plight nor tolerate the exploitation that exists today and from which there is no escape.

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[2] John W. Evans, "The Effect of Pupil Mobility Upon Academic Achievement," *The Elementary Principal*, April, 1966.

[3] Robert M. Isenberg, "The Rural Disadvantaged," *NEA JOURNAL*, April, 1963, p. 27.

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CHAPTER 18

METHODS GEARED FOR TEACHING THE MIGRANT

by Louis A. Tancredi

"Migrant children are typically members of families of low income and little education. We know that all such children need special consideration by educators. That they are, in addition, members of families that move from place to place, and who, therefore, change schools more frequently, and miss school even more frequently, qualifies them further for special consideration. Since migrant children spend so little time in any school, a problem just as important as that of getting them to school, or of getting school to them, is that of what and how to teach them during the limited amount of time they are in the classroom." [1]

The plight of the migrant child is one unparalleled in the field of education. In addition to the other problems inherent in teaching the disadvantaged youngster, the psychological effects of being "rootless" and without a worthwhile self-image (even as to physical appearance) can become all but insurmountable.

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1. Osborne, Jean. *Educational Priorities in the Education of Migrant Children.* Bucknell University: Bucknell Conference Department of Education, p. 64.

It would seem that if there is a key to unlocking the tenacious grip of ignorance and a general non-interest in or even hostility towards, formal learning that it would lie in the teacher. In the regular classroom situation, the ideal cannot even be approached. "Common learnings" just do not operate in a situation which is completely foreign to the migrant culture. Even the concept of "essentials" for living is vastly different from those of a stationery population. Very little which does not satisfy his immediate needs of food, shelter, and employment is considered essential to the migrant. In spite of his "roving", the migrant child's experimental background is almost nil.

The seemingly best solution, then, might be in sparing the transient population the embarrassment and frustration of being thrust in with their better-prepared, better-clothed, and better-fed brethren. In "isolation", they would not have to "fit in" to some grade level and try to pick up learnings for which they are poorly prepared and ill-suited, just because that is "where the class is" when the traveling caravan arrives. Rather, the course of studies for these youngsters must be pertinent to their needs and interests.

Realizing that his own lack of first-hand knowledge is his most severe handicap in assessing and understanding how much migratory children don't know (readiness is often a "none-such"), the teacher needs to be especially skillful in motivational experiences, presenting material, in listening, and unafraid to try "way out" techniques to aid the learning process.

Granted that such teachers do exist who are willing to shoulder the burden of educating such mentally handicapped (*not* retarded) children, they need to be particularly consistent and friendly but business-like, so that limited class time does not degenerate into a smattering of unrelated ideas or opinions. If "What did you learn today?" does not beget a positive, thought-extending reply, then learning has not occurred. Paced and varied repetitive teaching techniques must re-enforce learning. The concrete and the relevant are the stepping stones which the non-experienced child must tread and re-tread before learning occurs; then, time permitting, the teacher may thrill to witnessing progress to limited abstractions. These children have the right to be so educated that they may enter – if they choose – into American Middle Class society.

How can teachers be helped to do this good job which is their goal?

1. By being supplied with an inexhaustible and varied supply of teaching aids, materials, and equipment.
2. By producing mobile schools and reimbursing the teachers in such proportion that they would be willing to travel from camp to camp with a single group of migrants. In this way, more permanent rewards involving intangibles would accrue to both students (stability, security, confidence, ambition) and teachers (observable progress and growth in all aspects of students' lives).
3. By supplying and/or encouraging inter-state TV educational programming, (e.g. Greater Delaware Valley area) so that such learnings would be relevant and sequential.
4. By actually paying the migrant parents to attend classes themselves. This might serve the dual purpose of improving parental attitudes towards the advantages of education for their children and towards teaching them vocational skills by which they themselves might better their circumstances (woodworking, making attractive clothing, etc.).

The teacher's responsibility is awesome. Imagination, initiative, and ingenuity must work overtime to compensate for the deprivations and voids which have been the lot of the migrant child.

"The approach in teaching these children must begin where an understanding of their culture and background of experiences dictate. It must meet the insecurity and weak self-images. It must recognize the lack of understanding and vocabularies that have been poorly nourished. It must certainly be on guard to keep instruction down at a level where correct concepts are formed and where security is nurtured through ego-building, immediate successes and rewards. It must be experience-oriented, taking into consideration the fact that just because a child seems to have a fairly adequate oral vocabulary, does not indicate he understands the meaning of all of it. After he has the information he must learn its meaning." [2]

The teacher must be trustworthy in the eyes of the migrant child if he is to help the youngster in outside endeavors as well as in school situations. He must, at times, change his own standards or goals for the child without lowering them.

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[2] Click, James O. "Editorial", *Migrant Education News*, I:3. Olympia, Washington: Washington State Education Agency. (from materials supplied to class).

When teachers care and want to do a good job, students react, and it is this interaction between teacher and pupil coupled with belief in oneself and in sincere interest in the student that helps to produce excellence in teaching and growth in learning.

As with any really successful program in education, an attempt should be made to individualize as much as possible. It has been generally agreed that the structured program in reading and mathematics operates to the best advantage for migrant children, but that standard curricula are almost always inadequate. Radical changes in curriculum areas based on the needs of these particular children, rather than remediation, is mandated.[3] Innovative programs emphasizing concrete ideas and built on their own experiences are the stuff of which learnings are made, e.g., using their knowledge of plant and animal life gleaned from personal experiences can be developed into sequential lessons on botanical and biological reproductions.

"Coverage is the 'bugaboo' of an instructional program for the educationally disadvantaged. Because of the many deficits in content background, in reading and language of these students, their power to absorb content is slow".[4]

It is for this reason that authorities recommend short, one-day units which capitalize on interest, abbreviated attention span, and the prospect of immediate satisfying rewards of either a concrete (an orange) or an intangible nature (success: *I* know it!).

A topical curriculum based on interest and experience should, nevertheless, be organized. It has been found best to work with concepts and knowledge involving complete ideas, limiting the coverage of detail. Through talking and exchanging information, the children can begin to build on their won experiences, but all must relate to the general concept that they are trying to perceive. Taba and Elkins[5] suggest introduction of open-ended topics, so that the children may realize that sometimes there is no absolute answer to many social and economic issues.

Perhaps the most difficult aspect for the teacher is to pace learning, i.e., to ascertain when a concept has been *absorbed.* Proceeding too quickly and dwelling too long can be equally deadly to interest and desire to learn.

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[3] Taba, Hilda and Deborah Elkins. *Teaching Strategies for the Culturally Disadvantaged.* Chicago, Ill.: Rand, McNally & Co., 1966, p. 60.

[4] ibid., p. 69.

[5] loc. cit.

In planning for large group activities, achievement grouping (crossing grade lines) is often the most acceptable as well as administratively simplist. Deciding main issues, assembling information, discussing generalizations can best be done on similar levels of communication and understanding. Small groups (committees) respond to cross-grouping, with one learning from the other; varied special talents can gain recognition here. Similarly, older children gain status, self-confidence, language facility, etc., when assigned to help the less able or less experienced with instruction or homework.

Often, continued interest depends on purposeful involvement with a learning task. Therefore, a variety of activities: assembling booklets, making posters or related drawings, listening to tapes, taking field trips, watching and/or operating film strips and projectors, keeping diaries, reading to each other, using an O.K. Moore talking typewriter. Developing a booklet, for example, in an area of personal choice not only satisfies the "learning by doing" principle but is an "academic outlet" for reading, spelling, writing, correct language forms, and listening skills. As progress ensues, successive efforts at creativity and the academic subjects should show improvement not so much from "red-penciling", but from the cultivated desire to produce and improve on past performance.

Field trips planned to interest and educate families in varying ways and degrees might include a trip to the supermarket (e.g. variety in staples, frozen food centers, comparative values, market price of familiar food items vs. "picking" wage, etc.)

A diary is more than a daily chronicle of events. It is a depository of thoughts and feelings indicative of the child's nonenviable situation. It would help to further understanding of a particular individual and may help pinpoint causes for learning difficulties.

A novel concept for developing desirable characteristics associated with the learning process was advanced by Abt.[6] The validity of *games* as learning devices has been substantiated in that

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6. Abt, C. C. *Design for Elementary and Secondary Education Cost and Effectiveness Model.* Cambridge, Mass.: Abt Associates, 1967, pp. 56-8.

they contribute to:

1. active learning (response necessary) and immediate re-enforcement (immediate reward for "correctness").
2. role-playing (broadens child's horizons and creates awareness of other relationships – e.g. landlord concept in *Monopoly*) and self-development (stresses rational decision-making, cause and effect, the rewards of self-restraint, etc.)
3. growth in attention span (involvement causes them to exceed normal span) and communication (involvement necessitates talk).
4. discipline (acceptance of rules tailored to learning level helps to minimize class problems) and progress towards abstract ideas (from concrete game examples, inferences may be made).
5. testing value – the way in which a child operates may be an indicator of intelligence or special abilities.

Conventional teaching methods not only frustrate the migrant child, but have proved futile in many cases. Continuous up-rooting and transfer also result in misplaced or lost records necessary for maximum understanding of the migrant child. Health, dental and attendance records, grade placement, reading and achievement levels, social adjustment, the language spoken at home should be indicated and follow the child to subsequent locations.

"One is forced to realize that time is against the disadvantaged chilld . . . The schools must take him where he is, and in a logical and orderly progression of sequenced learning, take him to where he must go." [7]

Constant roving is a decided deterrent to a sequential educational program. The *single* program which seems to be most likely to succeed is that of Individually Prescribed Instruction.

I. P. I. is a procedure designed to permit the school to more nearly meet the needs of the individual pupil. The directors of this program feel that I.P.I. is one of the few educational endeavors that is based on research, and that uses up–to–the–minute information to constantly improve the techniques, procedures and materials.

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[7] Beruter, C., and J. Engelmans. *Teaching the Disadvantaged Child in Pre-School.* Englewood Cliffs, N. J.: Prentice-Hall, 1966, p. 108.

Ideally, the program attempts to provide for each student – each day – his own program of study.

The program is formulated on the premise that learning can be carefully sequented, when based on detailed listing of behaviorally stated instructional objectives. The following is an example of a "Behavioral Objective" level D:

1. Demonstrates mastery of addition facts through sums to 20. Timed test.
2. Does column addition with two addends and three or more digit numbers which do not require carrying. Checks addition problems by adding in reverse direction.
3. Finds the missing addend for problems containing three single digit addends. Sums to 20.

These objectives should be able to be realized in one or two lessons.

Each child progresses at his own rate of speed, based on his capacity. He places himself in the continuum by taking both placement and pre-tests.

Continuum material is arranged in sequence, and a student is assigned his prescription (lesson plan) for each day. To progress to the next "step", he is required to perform at 85% efficiency.

The child works independently and realizes that his rate of learning depends on him.

The program needs no special organization scheme, and functions well in self-contained heterogeneous grouping.

Much of the success of the program is based on materials:

1. Mostly commercial to start. These were constantly evaluated and adjusted as needed.
2. Construction of new material where gaps existed.
3. Material based on feedback from the school. (This won't work).
4. Material for special problems – tapes, discs, films, tutoring, concrete teaching aides, etc.

Teacher aides are vital to this program – for if a teacher is to do what she is trained to do best – teach – she must have adequate time. Proper utilization of aides should provide this time.

With this assistance, the teacher if free to diagnose and prescribe for each child. Regardless of the program used or of the techniques adopted, the teacher remains the pillar of productivity. An interested, caring, emphatic and vital person to direct and guide the learning process – regardless of content – will help to dispel discontent, stagnation, and the failure syndrome associated with the disadvantaged child.

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CHAPTER 19

TEACHING THE MIGRANT PHYSICAL SCIENCE

by David Coleman

One of the major problems of teaching science to secondary and high school students is combatting the student's fear of the subject. This fear shall be referred to as the "Scientific Syndrome." The scientific syndrome is acquired by most students because of their parents inability to explain physical phenomena, and by the aura of mystycism ascribed to science and scientist by the general public. As a result, the student develops a negative attitude toward the sciences, which increases as the child matures mentally during his educational training.

The problem becomes more acute in regard to teaching science to the migrant child. Already possessing an inferiority complex, it is suspect to believe that he will feel that science is too great a challenge to confront. Therefore, this negative attitude of the student must be overcome before he can progress at a reasonable pace. It should be noted however, that a negative attitude displayed towards science is in general displayed towards the over-all educational process.

Overcoming The Scientific Syndrome

Resolution of this problem should then be the first consideration undertaken by the teacher. The writer readily admits that he has no definitive solutions for the problem, but will attempt to propose two aspects of science which perpetuates this syndrome. They are: (1) Improper and/or inadequate usage of scientific language; (2) Mathematical pitfalls.

More often than not, most teachers do not define adequately the language of the science, or will use words that are completely out of context with the lecture being given. Similarly, new words being used are not related to other definitions previously discussed so that the student may retain some continuity of thought. Consequently, the student looses interest in the lecture because he cannot understand the terminology nor relate it to other lectures given in the past class meetings. It is quite hard for a student to understand the concept of "pressure" if he does not understand "force" and "area." Science is a very methodical subject, and unless the terminology is made to associate one word with the other, the student is left in a state of limbo. Therefore, I submit that any and all words that possess a definite scientific meaning should be thoroughly explained. For the migrant child, careful usage of words is a necessity since he is less apt to see them again after school hours. Similarly, living in a home environment that is not stimulating to his over-all education, the migrant child needs the grammatical exercises.

The second aspect, mathematical pitfalls, is perhaps the major reason students fear science. Teachers should attempt to substitute whenever possible, simple equations for explanation of general scientific phenomena. For example, pressure can be defined in the following manner:

$P = \frac{F}{A}$ Where P = Pressure F = Force A = Area

The symbols of the equation should be defined and related to the grammatical definition given previously. Such use of the equation helps the student to understand scientific terms and their applications. Mathematical language is exact, and if it is employed properly, it will enable the student to cope with similar problems in later years. If the equation is solved often enough while varying the unknown term in the equation, the student acquires confidence in working problems of this type. Moreover, his confidence is measurably increased and he looks forward to solving other problems in science.

If the two aspects of the scientific syndrome are met effectively, the student (including the migrant child) will begin to allay fears previously held about science for a more positive look at an extremely fascinating subject.

The Scientific Method

The incorporation of the fundamental rule of science: (Experimentation & Observation) into science lectures affords an opportunity for the student to see and hear physical phenomenon previously read the night before. This is an advantage science has over that of other subjects, and should be used effectively. To the migrant child, experimental demonstrations catches his imagination and attention. As a consequence, the student is allowed some freedom from the boredom of lectures and is less likely to become restless. This should be important to the average migrant child who feels that the subject is a waste of time. This is quite understandable, since he sees no use for this material in his present environmental conditions.

Moreover, the experiments should be so explained that the student realizes that he can also reproduce the same results that were obtained earlier if required to do so. In this manner, the student is given the responsibility of being able to perform simple demonstrations when applicable.

The application of basic logic or common sense is implied in the aforementioned statement. For example, if an experiment is performed, the student should be asked to predict the outcome of the same experiment under varying conditions. Effective utilization of this technique will challenge the mind of the student and allow him to draw his own conclusions. In addition, the student is motivated to question anything he does not understand. Asking questions is very important, for it is a major hindrance to learning for most students who have not been taught to question.

Field trips are usually enjoyed by most students, and would probably be received quite well by the migrant pupil who lives in a natural setting. Moreover, these outings may also be used to explain how plants are produced and its relationship to the air, soil and water, which sustains its growth. This area of science may be of particular interest to the migrant child since it is a dominant force in his everyday life. Careful planning in this area of science can provide a wide range of topics for discussion.

The migrant teacher should be on the alert to avoid the imposition of too many scientific facts on students. For the scientific method is predicated upon retaining the original information learned with the intention of associating it with other phenomena. In other words, with slow-achievers, emphasis should be placed upon the quality and not the quantity of material offered.

Utilization of Simple Illustrations and Experiments in Elementary Science Courses

In the previous section, some attention was given to the utilization of experiments or illustrations in the classroom. However, no conditions or prerequisites were established for their use. Thus, a few suggestions in this area might be helpful at this time. They are:

A. An experiment should be chosen carefully so that it is not above the mental level of the class, and should be sufficiently simple to be performed by members of the class.

B. For the migrant child, very colorful experiments probably will be well received in an otherwise drab surrounding.

C. Particular interest should be placed upon performing experiments that require ordinary, everyday apparatus.

D. All experiments, no matter how simple, should be set-up, checked, and run by instructors before a student is allowed to participate.

If feasible, all experiments performed should be followed by explanation of how they are practically applied in everyday situations.

As an example, a volcanic eruption can be demonstrated by using only four objects: a match, asbestos pad or tin plate, 10 grams of potassium dichromate and a strip of magnesium metal. The demonstration is performed by piling the potassium dichromate on top of the magnesium strip leaving part of the strip exposed. If the magnesium is then ignited, it gives off enough heat to cause the potassium dichromate to funnel and spout similar to volcanic eruption. In addition, the color and texture of the potassium dichromate is changed as an extra-added feature to the demonstrations.

Many simple but effective experiments like the one mentioned above can be found in general science books.

This brief discourse is presented to explain some techniques and principles of teaching general science to primary and secondary school pupils. I have made no distinctions between the learning capacity of the migrant child as opposed to any other child. I feel that the migrant child, though socially deprived, is capable of handling general science phenomenas if challenged. As a result, the ideas suggested in this paper can be successfully applied in a conscientious educational program.

CHAPTER 20

CRAFTS FOR THE MIGRANT CHILD

by Aaron Wilson

A major concern of educators today is communicating with the persons that are to be taught. One must become familiar with the culture of the people that they are to work with. Crafts are a universal vehicle in helping us communicate with the migrant child.

Children think concretely. Meanings are clarified and concepts are made clear when the child can produce with his own hands the solid image of the idea in his mind. This expression, through crafts, satisfies the child's impulses to manipulate and to experiment.

The Craft Teacher

Obviously the teacher who has had experience and training in craft work and elementary art is the ideal person to conduct a craft program. However, since the program in its elementary phases is not complicated, the training or experience need not be extensive. The most important consideration is the enthusiastic desire of the teacher to help children satisfy their urge to work, learn, and play together constructively.

Basic steps for a crafts program conducted by a classroom teacher in a migrant setting are:

1. List objectives and desirable outcomes.
2. Develop the plan of instruction.
3. Plan craft activities which meet the needs and abilities of the migrant group.
4. Plan and assemble materials (supplies, tools, and equipment).

Following are some examples of specific projects that can be constructed by migratory children with a minimum of materials needed:

101 LOW COST OR NO COST CONSTRUCTION MATERIALS FOR 1001 USES

1. Acorns – Lapel pins, bean bag filler, ornaments, etc.
2. Bamboo – Flower containers, lamps, shepherd pipes, and novelties.
3. Beads – To be combined with other materials and made into new strands of beads (china berries, macarone, paper beads.)
4. Berry boxes – Pocket books, storage boxes, May baskets.
5. Boards and scrap wood from lumber years – Carving, construction work, blocks.
6. Bolts, screws and nuts – Gadget board, peg board.
7. Bottle caps (metal) – Wheels for toys, whistles, letter and number checkers.

8. Bottles (all sizes and kinds) – Vases, musical instruments, decorate with shell flowers and perfume bottles.

9. Boxes and fruit baskets (all sizes) – Box animals, box furniture, construction materials for plant containers, doll carts, and plant holders.

10. Bricks – Covered with oilcloth, cloth, or plastic materials, they make attractive and useful book ends.

11. Broom handles – Movie box rollers, hobby horses, handles for various toys, etc.

12. Burlap bags – Hooked rug base, costumes, scenery, pocket books, laundry bags, shoe bags, etc.

13. Buttons – Make button flowers, jewelry, matching colors, earrings, and decorations.

14. Catalogues – Cut out work, work and object charts, color charts.

15. Cattail straw – coconut fibers, Raffia – Weaving.

16. China berries – Beads (boil ripe berries . . when they turn yellow on tree . . boil until husks fall off . . cool and rinse . . remove all husks . . dye with tintex, rit, putnam dye or vegetable coloring . . combine with old beads) and make bracelets and necklaces.

17. Christmas Cards – Book marks, Christmas tree decorations, patterns for Christmas Drawing.

18. Clean rags – For making rugs, for dressing dolls, puppets, etc. for weaving tile and dye craft, kite tails, etc.

19. Clinkers or stones – Magic garden

20. Clothespins – Clip drawings together, fasten drawings to easel, clothespin dolls.

21. Coconuts – Novelties, flower pots.

22. Cork (from bottle caps) – Jewelry, purses, cork flowers for decoration.

23. Corn shucks – Weaving; corn shuck dolls.

24. Coat hangers – Base for paper maiche, puppets, animals, birds, etc.

25. Dish cloths (loosely woven) – Purses, handbags, etc.

26. Egg shells – Egg Shell garden.

27. Feathers – Indian head bands, bird pictures, small animals of acorns, peanuts, peacans.

28. Gourds – Musical instruments, bird houses, bowls, vases, ornaments, etc.

29. Grits, rice and popcorn – Novelty jars, boxes, enameled or covered with glue and sprinkled with either of the mediums.

30. Hemp twine (heavy) – Weaving, wrap around jars or bottles and either shellac, or enamel, for ash trays, etc.

31. Horseshoes – Horseshow game . cymbal for rhythm band.

32. Ice cream Spoons – Mixing paste, paints, etc., paste spreaders, book marks (see instruction in art section.)

33. Jars (all kinds) Vases, (paint scenes on with enamel) for storage jars, brush jars, candy jars, paint jars, storage jars for clay.

34. Keene cement – Plaques, castings, carving.

35. Large bottles – Filled with sand or pebbles and dressed as dolls . . used as door stops.

36. Laundry starch – Paste and finger paint recipes.

37. Linchens, mosses, grasses, leaves, bark, pine needles – pictures (articles are used to make designs.)

38. Light bulbs (flash bulbs and regular size) – Christmas tree ornaments, (Balls, Santa Claus faces, clowns, dolls, castinets.)

39. Linoleum scraps – Block printing, mats for tables, decorative tiles.

40. Magazine Covers (Life, Saturday Eve. Post, etc.) Substitute for finger painting, paper.

41. Magazines – Cut out pictures for stories, number work, picture dictionary, phonics, cut paper decoration, beads, etc.

42. Moss (Spanish) – As a substitute for cotton as stuffing for toys, etc.

43. Nail kegs – Making furniture (chairs, stools, drums.)

44. Native clay – Bowls, vegetables, fruit, animals, etc.

45. Newspaper – To paint on (want ad section) floor and table mats for protection, paper maiche, pattern making.

46. Odds and ends of construction paper, wall paper, colored pages from magazines, etc. Scrap paper, scrap paper craft, for covering baskets, lamp shades, screens.

47. Oil cans (large size) – Floats for swimming, trash baskets, stools.

48. Oilcloth – Place mats, applique, cloth sculputre, dolls, animals, belts, flowers, purses.

49. Oil paint, from tempera, turpentine and varnish.

50. Old candles – Batik work, decorative candles, to be melted and made into new candles.

51. Old crayons – Ornaments decoration, painting coloring for candles.

52. Old flat irons – Gaily painted and decorated, they make attractive book ends.

53. Old hats (felt and straw) – Earrings, lapel pins, flowers, weaving, etc.

54. Old inner tubes – Toys . . laced with shoe strings and stuffed with cotton, moss, sawdust, etc. Block painting and printing; ammunition for rubber guns.

55. Old lamp shades – Cover with pictures, or patches or remove covering and wrap with yarn.

56. Old leather purses – Cut belt loopes, small purses, leather work.

57. Old tires – Swings, basketball and football passing, targets.

58. Orange sticks, sucker sticks, modeling tools, pegs for peg board, stick figures for arithmetic games, color sticks and use for color games.

59. Palm fronds, Palmetto fronds – Weaving.

60. Paper Cups – To mix paint in, for flower pots (filled with sand . . layer of paraffin over it. Flowers made of bright colored cloth or oilcloth . . stems of pipe cleaners.

61. Paper plates – Containers for pot holders, recipes, etc.

62. Paper Towels – Use for last layer of paper maiche, place mats, decorated with cut paper, crayons, etc.

63. Peanuts, pecans,walnuts – Novelty pins, ornaments, animals, buttons.

64. Pine cones – Making pine cone baskets, boxes, etc., making animals.

65. Pine straw – weaving.

66. Pipe cleaners – Making dolls, animals and used with other media such as peanuts, pecans, feathers, etc.

67. Plaster of Paris – Placques, plaster carving.

68. Plastic (scraps – Plexiglass from variety, hat and clothing or sign shops for buttons, rings, ornaments.

69. Plastic foam – Table decorations, figures.

70. Posters (advertising) – Use backs for stroy, experience charts and for mounting pictures, etc.

71. Potatoes – Block printing, puppets.

72. Razor blades – Carving activities

73. Roofing caps – Christmas decorations, coins, rattles.

74. Sand – Sand painting, (put in bottles . . colored sand . . for paper weights.

75. Sawdust – Modeling, grass for sand table, stuffing toys, bean bags, etc.

76. Scraps of copper, aluminum, brass – Jewelry.

77. Seed pods – Christmas tree ornaments, pins, buttons, etc.

78. Shelf paper (glazed) – Finger paint paper, borders, murals.

79. Shells (sea shells) – Shell craft (earrings, pins, bracelets, perfume bottles, jewelry boxes).

80. Small brushes or tooth brushes – For spatter painting . . Scrape stick or tongue depresser over bristles.

81. Soap – New bars used for carving . scraps used for finger paint recipe.

82. Soda Straws – Weaving Belts.

83. Sponges (rubber or natural) – Texture effects, background painting, trees, schrubs, for posters, sand tables, playhouses, etc.

84. Shoe boxes – Hollow blocks for building.

85. Shoe strings – Other cord for braiding, wrapping, tying.

86. Spools – Printing, making furniture, pegs for peg board, arithmetic games.

87. Spray guns – Spatter paint.

88. String yarn, etc. – Weaving, shag rugs, toys and holding purposes.

89. Tin cans – Flower pots, metal work, Christmas decorations, candle holders, ash trays, candy dishes, etc.

90. Tin foil – Decorations, plaques, designs.

91. Tongue depressers – Mixing paint, paste shuttles for looms, etc.

92. Tubing (mailing, travel tubes, ribbon bolds) – For flutes, posts silos, mapkin rings, pillars and games.

93. Umbrellas (ribs) – Tools for carving, block printing, and clay work.

94. Wall paper – Pictures for framing, cut outs for posters, place mats, trashbaskets covers, papering doll house, paper sculpture.

95. Watermelon and cantaloupe seeds – Pumpkin seeds may be used. Decorate boxes, pictures, beads in combination with other materials.

96. White shoe polish – Tint with vegetable or tempera colors, use for paint . . brush, or spatter.

97. Window panes – For glass pictures, for making frames, etc.

98. Window shades – Murals, panels, friezes, large experience charts, pads for rest period, bulletin board and for mounting pictures.

99. Wire – Stovepipe, aluminum, copper (insulated) general construction, telephones, and electrical apparatus.

100. Wooden boxes and crates – Storage space, construction work, bookcases, filing cases.

101. Wrapping paper (brown) – Friezes, murals, panals, etc., experience charts, posters, paper maiche.

CHAPTER 21

LIBRARIES AND THE MIGRANT

by Kay S. Troy

The availability of federal funds for libraries and library services for the migrant – child and adult – is the topic of my paper. After seeing the film, "Harvest of Shame" my topic seems so insignificant and far from the immediate needs of the migrant. Upon examining the legislation that has been passed and its immediate utilization, one discovers that the aid is available, but only a few are using it for the migrant. Now to examine the legislation applying to public libraries, then school libraries.

The first source for a public library antipoverty program is the Library Services and Construction Act (LSCA). From Title I, a matching program, based on a state plan, comes to establish and improve public service. These programs have been in operation in poverty areas of major cities such as Queens, Cleveland, Brooklyn, and Oakland, California. Ideas used in their programs, such as the use of a mobile book van equipped with a loudspeaker, films, and projector; hiring of a Spanish-speaking staff in a Puerto Rican area; providing of space for tutorial program of studying and reading together; and resource center for organizations working with the underprivileged are applicable for a migrant program.

Title II of the LSCA provides for public library construction and for the administration of the plan for construction. Title II facilitates construction of a new public library building and/or the expansion, remodeling, or alteration of an existing building for use as a public library in a low-income area. The construction project must have the state agency assure that these facilities are necessary for the development of adequate library services. Urban or rural areas that qualify and have a large percentage of economically deprived people can be included in a state plan for library construction. This like Title I is on a matching grant basis.

The Economic Opportunity Act is providing another source of aid for libraries. Title I is the source for youth programs, especially the Neighborhood Youth Corps. The Community Action Program

(CAP) is a creation of its Title II.

The Community Action Program offers incentives for urban and rural communities to mobilize their resources for the hometown-fight against poverty. Agencies that participate in an overall plan for community action will receive priority consideration. Libraries in cooperative programs with other agencies and institutions will propose new dimensions of service that prove their flexibility and creativity in responding to community needs.

Employment and training of staff for CAP projects to serve the disadvantaged should include the economically deprived in positions of partnership and policy making, since the program aims to help give residents experience in self-determination.

Programs of CAP can include: (1) preschool children with picture-books, films, story-hours, and activities; (2) children and young adults that will increase study and library skills and motivate reading; (3) functional illiterates, and the newly literate with appropriate, selected materials; (4) education in vocational information, consumer guidance, homemaking and child rearing skills; (5) experimental libraries, decentralized services and innovative distribution of materials outside the library – all projecting the library into the community to reach new clientele; (6) related research, training and demonstrations; and (7) providing special professional and information resources to the planning agencies and institutions.

Title IIIB of this act provides special programs to combat poverty in rural areas. It assists states and political subdivisions in establishing and operating programs for migrants and their families. Education and day care of children are two types of programs specified. Libraries may join in such programs with materials, reading guidance and related services in work camps and other migrant center.

The state of Wisconsin has made effective use of the Economic Opportunity Act and the Library Services and Construction Act. Expansion of library service obtains book loans from the state library agency for staff and children's use during their summer programs at the day care centers for migrant children. Dover County Library has become part of a Community Action Program for migrants which has resulted in the hiring of a library assistant who runs a storytelling-record-filmstrip program and visits to the public library and supplies two gift paperbacks to each child. This last program also supplements an existing day care center.

In Dodge County, Wisconsin, a small LSCA grant aids a program for all ages, ranging from storytelling for pre-school children and those too young to work in the field, to evening visits during the week to deliver books to workers, a Laubach training program, and weekly family film showings. Margaret Garrity, Migrant Analyst for the Washington, D. C., OEO, who through the University of Wisconsin Migrant Labor project called a conference of some 30 people active in migrant-oriented projects to compile a list of their needs and programs. A LSCA grant given to the Milwaukee Public Library gives them a two year pilot project which involves the home, church and playground; provides inservice training workshops for librarians; and a gift program of paperbacks for promoting home ownership of books. These have been the work of only one state but I'm wondering where are the rest. I feel that other states are missing an opportunity and are depriving the migrant people – the poorest in our country of an enriching opportunity.

Volunteers in Service to America (VISTA) as provided for under Title VIII has workers who live and work among deprived people of all ages in urban and rural environments, on Indian reservations, in migrant worker camps, in Job Corps camps and centers. Libraries that serve the urban or rural poor are among the state or local agencies that qualify for VISTA assistance. Public Libraries in Newton County, Arkansas; Whitley County, Kentucky; and LaGrange, Georgia are using VISTA assistance.

VISTA Book Kits of 150 volumes, mostly paperbacks, have been prepared by the National Book Committee for use in five different situations: for rural, urban, migrant, Indian and mental health projects manned by VISTA. Financed by $200,000 from the Ford Foundation's Fund for the Advancement of Education, 1000 portable libraries will reach educationally deprived children and adults. "Guidelines for VISTA for use with VISTA Book Kits" help the volunteer make the best use of the books and help him use the resources of local and state libraries. Each state library extension agency is alert to the VISTA project and has assigned a staff member as liaison agent to help provide backup resources of books and other materials for the motivated VISTA clients. Local librarians will want to help work with the VISTA groups working in their economically deprived service areas and join them to "ignite hope, determination, joy, or ambition" with books and reading guidance.

Elementary and Secondary Education Act gives states nonmatching funds for local educational agencies to provide for the special educational needs of educationally deprived children, recognizing the impact that concentration of low-income families have on the ability of school districts to support adequate educational programs for these children. Title I, amended specifies the following seriously disadvantaged children who shall be among those to receive compensatory educational assistance: (1) Indian children enrolled in schools operated by the Bureau of Indian Affairs (2) migratory children of migratory agricultural workers (3) children in institutions for neglected or delinquent children.

Planning grants are available to assure the effectiveness and quality of Title I projects and programs. Title I can provide staff, equipment and library-related projects designed to reduce educational deficits. "Equipment includes instructional equipment, necessary furniture, printed, published,and audiovisual instructional materials, and books, periodicals, documents, and other related materials. Twenty per cent of Title I projects sampled had set aside funds for library programs. This indicates a marked deficiency of libraries and materials in elementary and secondary schools serving disadvantaged children. Rochester has a Title I library related program for undereducated children which provides after-school and evening programs in facilities other than school buildings. College students and other volunteers participate in a program that centers on reading instruction for children and adults. In their family reading programs, the parents are taught to read to their young children.

Last we have the Adult Education Act with the library aspect falling under the Library Services and Construction and Elementary and Secondary Education Acts. Grants made available to state education agencies provide the initiation, expansion or strengthening of instructional programs for individuals who have attained the age of eighteen and to enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment. For example, the Rochester Public Library has a special in-service training program to prepare volunteer librarians to work with adults in culturally deprived neighborhoods. Books and materials are selected and tested with users. Special reading lists and collections are developed.

The Federal Government has done its part, but are the libraries doing theirs? Unfortunately, few migrant library programs are in existence. All the programs mentioned in this paper are applicable to a migrant library program. It is part of our job as professional educators to find ways of enticing the nonreader to the library. It can be done if we strengthen our belief in the responsibility of the library as an educational force, our competence as professionals, the continuous relevance of reading, and the responsiveness of adults and children to a librarian who respects their potential. Our great weakness lies in our inability to communicate with these nonreaders. We are learning but are we going to be in time to do something about the plight of the migrant. However we decide to serve them, as reading advisors or employees, we must remember always: RESPECT the migrant.

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CHAPTER 22

A CHARGE TO HIGHER EDUCATION

by William K. Garfield

Michael Harrington has written, "there is a familiar America. It is celebrated in speeches and advertised on television, and in the magazines. It has the highest mass standards of living the world has ever known." This paper is a description of this nation in which we live. The readers are asked to respond critically to my assertions, but not to obscure the enormous and intolerable facts brought to the surface. It is hoped that we can stop viewing these problems as a kind of evolutionary-historical process and strain our minds to ferment a deep going multivalent revolution.

It is one of the cruelest ironies of social life that the dispossessed (such as the migrant) at the bottom of society are unable to speak for themselves. "The people of the other America do not by far and large, belong to unions, to fraternal organizations, or to political parties. They are without lobbies of their own, they put forward no legislative programs, as a group; they are atomized. They have no face, they have no voice." [1]

There appears to be a great similarity of family likeness between migrants and pioneers. The nature of the pioneer is reported to have been found in his readiness to be swayed in any direction; to merge his life into something complete and successful. Does the migrant like so many pioneers become the first and adherent of new religions, political upheavals, patriotic hysterias, and mad rushes to new lands?

Eric Hoffer revealed a comparative thought that was quite similar when he wrote, "Who were the men who left their homes and went into the wilderness? A man rarely leaves a soft spot and goes deliverately in search of hardships and privation. People become attached to the places they live in, they dirve roots. A change of habitat is a painful act of uprooting. A man who has made good, and has a standing in the community stays put. Who then is left for the wilderness and the unknown? Obviously those who had not made good; men though possessed of abilities were too impulsive to stand the daily grind; men who were slaves of their appetites." [2] As a migrant Mr. Hoffer maintained that he was not aware of being of a special or specific species of humanity. "I had considered myself simply a human being, not particularly good or bad, and on the whole harmless. The people I worked and traveled with, I knew as Americans and Mexicans, White and Negroes, Northerners and Southerners, etc. It did not occur to me that we were a group, possessed of peculiar traits, and that there was something innate or acquired in our make up which made us adopt a particular mode of existence." [3]

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1. Harrington, Michael, *The Other America; Poverty in the united States,* (Macmillian Company, 1963), p. 13.
2. Hoffer, Eric, "The Role of the Undesirable." *American Identity,* (1962), p. 613.
3. Hoffer, *op-cit.,* p. 611.

It becomes quite clear in a logical comparison that while the pioneers moved about for various reasons, something, (conditions beyond their control), drove them from place to place. Their desire to make themselves become "visible" was set in a dimension that is celebrated in our heritage. Organization was needed and implemented to an extent that our present day institutions look back with pride and gratitude to these lusty men. Nothing bad is said of this breed of men, for the destiny of a great nation rested upon their shoulders. Today, the nation continues on in a new dimension of time. There is more than enough to go around except for the migrants, who represent less than ten per cent of our nation's population. The migrants, it must be remembered, are the people who harvest the vast majority of the fruits and vegetables we eat. They represent the line between hunger and our being the most well-fed nation throughout the world. Much irony is seen in why they are at the lowest end of our economic and social ladder. There is little wonder, the vast majority of these "sons of the pioneers" are the lowest paid and broadly the most illiterate.

No matter how vivid a picture is painted of the evils of poverty, these comparative extremes exemplify the single comprehensive view, that no industrial society can resist the impact of industrial development. It is in this area that the culture of the migrant has suffered. Unfortunately, the lack of organization and purpose for the migrant in the industry of farming has left him victim to the system – that system being a country of organizations in which minorities increasingly served the convenience of these systems which were reportedly meant to serve the people.

The countering action is what will help the migrant escape this subordination. The vehicle of emancipation can only be found through education. For what might be a distant reality, I strongly urge higher education in particular. The obvious strategy rests in its being an apparatus for affecting belief and inducing more critical belief. With this theory, the proper course of action is clear.

The important and very practical solution is for educational institutions to prepare students for a career in educating the migrant child. In doing this, the institution should provide the requisite educational facilities and have access to the needed financial support. A concern for a remunerative career will insure an adequate number of applicants. It has been said that no matter how worthy and respectable every useful work may be, there are some which carry wider responsibility and call for larger knowledge and skill. If education is the ultimate emancipator of the migrants, then the training of our teachers in a professional manner will particularly necessitate scrutiny.

Henry Suzzallo in his address to the National Teachers Association, eloquently described the kind of criteria that should be used in the selection of teachers to deal with the enormous problem of migrant children. "The teacher must first be a wholesome and successful social human being who knows life in terms of (a) superior command over its essential facts and conditions, and (b) superior attitudes toward them. The second requirement is that he should have expert power to transmit truth and attitude. Every teacher should have an adequate cultural resource for his work. Every teacher must acquire an interest in, and command over, the fundamental problems and purposes of modern social life thru personal contact with, and extensive study of, social affairs. Every teacher must react upon the situations of school life and classroom instruction with sincere and wholesome reactions that will be true to the larger aspirations of the outside world." [6]

While the teacher is a primary factor in the educational process of the migrant child, the total structure and attitudes of the administration is of equal importance. The lesson to be remembered is that to a considerable degree what a school should do and can do is determined by the status and ambition of the families being served. But we can ill-afford to permit the mammoth problems of the migrant children to stand unattended in favor of the failure of the schools. The fact is that when migrant mothers send their children to school that first day, they have the same hopes for their children that middle class mothers have. The migrant child himself enters with a nebulous or neutral attitude toward school and toward learning; most are eager to learn, and teachers describe their first graders as "curious" and "independent." If these children do not learn to read or write, or if by the fourth of fifth grade they view school as an enemy to be fought, and their teachers see them as "alienated", or "you people" then the blame is to be placed on the school. As Martin Deutsch has put it, "it is in the school situation that the

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6. Suzzallo, Henry, "The Reorganization of the Teaching Profession," *Children of the Uprooted* (New York, 1966), p. [illegible].

highly charged negative attitudes toward learning evolve." It is then, the responsibility of the school in the principle of universal education – if children learn less easily in one community than in another, to do what needs to be done to equalize the situation.

For the schools to be passive, is to surrender in advance. This is not to say that the school should become a social work agency, but in a society that believes in universal education, the school is not simply teacher and pupil. The school must refuse to sit back and offer its services to only those who are able and willing to take advantage of its services. Dr. Carl Hansen, Superintendent of Schools of Washington, D. C., has written, "Because educational effort is primarily an expression of hope on the part of the student . . . . an expression of faith . . . . that if he delivers a strong effort to improve himself now in school, he will achieve satisfying results in his economic and social life later."[5]

I have attempted to address my efforts in this paper to attitudes that will lift the migrant out of the wilderness of servitude. The question of attitude will be badly needed to help give each citizen the choice to choose for her and his dependents. This policy raises the question of method, programs, strategy and tactics; namely, how is this to be done? Once the policies are found, we must have something to execute them with. This brings us to the consideration of organization. Organization supplies the power. We will need mass organization with an action program, aggressive, bold and challenging in spirit. For this task we need men and women, black and white, northerners and southerners, who will dedicate and consecrate their life, spirit, mind, and soul to the great advancement of the migrant workers.

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[5] Silberman, Charles E., *Crisis in Black and White*, (New York, 1964), p. 267.

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5. Silberman, Charles E., *Crisis in Black and White*, (New York, 1964), p. 267.

CHAPTER 23

A MIGRANT SUMMER SCHOOL

by James H. McGeehan

The Chester County Migrant Summer School was organized by the Chester County Board of School Directors in 1964 and opened its doors for the first time that summer. It originally was to be located in a quonset hut at a migrant camp in Cochranville, Pennsylvania. This arrangement proved unsatisfactory due to poor facilities and another site was sought. Finally, permission was granted by the Octorara School District to use the abandoned West Fallowfield High School. Although the conditions there were hardly ideal, it still was a vast improvement over the quonset hut. The program was conducted there for the next three years.

The enrollment for the 1964 term was seventeen children of migrant workers, all of them American Negroes whose home base was South Carolina and Florida. A professional staff of three teachers and one teaching principal was hired in addition to a dietician and a kitchen helper. Supplies were purchased and salaries paid from monies allocated by the Commonwealth.

The children of the migrant school were fed two meals a day: breakfast and lunch. Furthermore, a team consisting of an M.D. and a nurse came to the school and examined the children, inoculating those who needed it. A social worker had visited the parents in the camp to determine who needed the vaccinations.

The curriculum that first year consisted of academic subjects in the morning and Arts and Crafts and Physical Education in the afternoon. Much emphasis was placed on the development of social and sanitary skills *i.e.*, washing hands, brushing teeth, clean clothes and the use of "please," "thank you," "excuse me." It was felt at the end of the four week term that much progress had been made in this area. The academic progress was difficult to measure due to the shortness of the period.

Recent Program

As time progressed, the program caught on and was expanded to include not only the "true migrant children", but also the children of "stay-grants". Stay-grants may be defined as people engaged in farm labor and related industries. (Mushroom growing and canning are examples of related industries.) Although the stay-grant family resides in the area year round, many times the father, due to the seasonal nature of his work, may leave the home for periods of time to seek employment elsewhere.

The program grew to a relatively large staff by 1967 and 1968. Last year, one hundred twelve children were enrolled in the two one month long terms in July and August. the staff consisted of a pre-school teacher, a primary teacher and an intermediate-secondary teacher. Additionally, two Arts and Crafts and Physical Education instructors were used. Two volunteer sewing teachers and a music teacher came in two afternoons a week, while the mornings were used for speech work by two county therapists. Finally, a Home Economics teacher took the older girls to the Cochranville Methodist Church for lessons in cooking, purchasing, baby care and first aid. She also taught the older boys a course in first aid.

Prognosis for the Migrant Summer School

The program has shown a tendency toward abandoning a strict academic approach and leaning toward more specialized work. Plans for the 1969 summer include the addition of a reading specialist and a shop teacher (to work with the older children on handyman chores.) A crash program for the Migrant Summer School teachers in conversational Spanish is being formulated as in-service training. Furthermore, federal funds granted by E.S.E.A. Title I, Migratory Amendment, should help supplement the program so that more field trips can be taken to enrich the experiences of the migrant child.

APPENDIX A

ACTION AT THE ROUND TABLE

July 5, 1968
Round Table with Participants
Discussion Leader – Mrs. D. Cooper, Director

Leader: In the past two weeks, we have visited four migrant camps, one school, and one of the religiously oriented groups, the Migrant Ministry. Thus, we have viewed three dimensions. Did you, at this point, have any reactions you wish to verbalize? In regard to these trips, what struck you as significant? Which problems do you think are most urgent?

Participant 1: The role of the crew leaders concerns me. The crew leader we saw at seemed to feel he owned the farm. He was heard to say, "You can no longer rule it the way you want to . . ." he seemed very paternalistic. It perturbs me to hear it said that an entire family of seven can make only $300 per week from sun up to sun down. What responsibility does the state put on a crew leader? What hanky-panky is involved? It is obvious that he rented or owned the bus which transports the workers. Does he short-change them? Did he expect us to believe him? Those buildings we saw had dirt floors and leaks in the ceilings . . ."

Participant 4: I observed that wherever I walked, I was carefully watched.

Participant 3: Reverend Clark told me that there are inspectors, strictly speaking, but the iron law of economics enters in; consequently, the camps in the back woods are placed there deliberately so that the people cannot see them. Some crew leaders make over 50% total profit of the produce, in addition to many other sources of income.

Participant 7: Of what value are we in education if these conditions continue to exist?

Leader: Think of the knowledge you have gained as a result of workshops across the nation. We are now aware of what is going on.

Participant 5: Can any bill, sponsored by a pressure group, such as the NAACP help? What follow up was there from last years group?

Leader: You are asking "Are we just grinding our wheels and getting nothing done. A very legitimate question.

1. Having knowledge, we must get this out into the public arena. Our purpose here is to become knowledgable.
2. We have to take constructive action. We can't do this unless we collect facts and become knowledgeable.

Participant 10: Yet, we must show our sincerity. Has anything been done as a result of this or last years workshop?

Participant 1: We can give education to those kids. Then when he goes to the store, he can say, "This item costs only seven cents. You charge me twenty cents." This would be a challenge to the leadership of the crew leader.

Participant 2: Did you know that in many of these camps, the families are allowed no visitors and must receive family and friends at the roadside? . . . . Also, these people work an average of nine months.

Participant 3: The crew boss we saw at Camp interpreted for us. But he didn't tell us what one man said. He left out things they should have told us. I asked one young man, "What do you need most?" He answered, "Women."

Participant 4: I thought the Reverend assumed a glib manner of speaking.

Participant 3: I disagree with that.

Participant 6: I asked the minister why he didn't have more recreation for the people. He answered, "We were told we would be shot."

Participant 1: No one told me. I scare easily. But I did see a two-way radio in that truck. The crew boss – no, the owners truck.

Participant 6: They do bring in fancy women – yet the minister said they were too tired at night for any recreational programs.

Participant 7: What is the role of the migrant ministry? Do they say, "Is your soul saved," and sing a few songs and pray?

Participant 6: I asked the Reverend that. He contended that the people want religion.

Participant 3: I was informed that there were 12 nights of religious ceremonies. If a minister can sing, he has it made. They preach to these poor people, "Get rid of your gold . . ." They actually charge them for religion. And the crew leader charges twenty-five cents weekly for electricity even though the farmer supplies this as part of the deal. And the truck goes into the fields and charges the workers for a meal in the hot sun.

Participant 4: Channel 10 did an excellent expose. This kind of publicity brings action.

Participant 3: Action thru the ballot.

Participant 4: Would any kind of letter or petition be of value . . . could we communicate with our Congressman?

Participant 3: And tell them of our great concern as a group . . . .

Participant 8: There is a hang-up here. You and I took the practical view of the crew boss and farmer . . . they have a four month season . . . it is not practical to think in terms of recreational programs. you will disrupt the work of the farm. If we educate people, we'll have a revolution in the field. The farmers get angry. It is not the same condition on a farm as in a factory. The inspectors haven't the same role. The farmer can say, "I don't care who you are – get off my land." This is our dilemna. I have to agree that law enforcement is difficult.

Participant 5: Do not the farmers have a contract with the leaders? What the crew leader does is not in writing. They pay the workers in cash – there seems to be no written record. It's a racket. About the ministers . . . these conferences are a Roman holiday. I doubt if they went near a migrant camp at Glassboro.

Participant 2: Why don't we as a group in the workshop recruit workers to work in a program?

Leader: Do you mean we could write a proposal to the federal government? Perhaps it could include a mobile home for each family and a closed circuit TV set. There is the mid-western TV plan to educate adults as well as children. There could be a team of migrant teachers – specially trained teachers to follow up the TV lessons. You might well ask, "What can I do with 45 children in the classroom and 4 migrants?" What would you recommend in such a situation?

Participant 2: Non-graded class

Participant 3: Our district will do nothing. The tutorial system is inadequate. The problem is money. The problem is to get the classroom down to size.

Participant 9: I am convinced that young people without a college education can convey information. The job of the highly professional people is to find out their needs.

Leader: We are trying to make this campus a center to deal with migrant children. Next summer, we hope to do much more.

Participant 4: We have to study the needs of these children. Frequently, we teach reading, but not the child or his problems. Somewhere along the way, he has missed the skills. He has built up a personality who avoids reading. You mentioned that you don't need highly skilled people to teach reading? I think you do. You are dealing with multiplicity of things. The disadvantaged child. The subject matter. The skilled person begins with child . . . .

Leader: Back to the question of what we can do. Is there anyone here who would like to organize a petition to regulate the conditions under which migratory farm laborer works? Good, three of you volunteer . . . Would each of you here list your recommendations that you would suggest that we as individuals can do to help the migrant? What can our school districts do? Should there be a course in Spanish for Teachers? How can the community do positive things?

Participant: Will we be involved in this workshop next year? Will we be able to work with the children? Will there be the same workshop leadership?

Participant 3: Yes, I think there is great merit in keeping continuity. The same people should be in charge of the workshop because they know what has been done and can go on from there. Will the workshop be limited to those who haven't participated, or will there be advanced situation for those of us who feel we would like to continue now that the problems have been defined.

Leader: That would be up to the Department of Public Instruction.

APPENDIX B

A PETITION

CHESTER COUNTY COMMISSIONERS
West Chester, Pennsylvania 19380

August 9, 1968

Participants 1968 Cheyney State College Workshop
Project – The Migrant Child
Cheyney State College
Cheyney, Penna.

Dear Friends:

We have received your resolution which we quote as follows:

> "The crew leaders of all migrant camps be bound by written contractual agreements to each worker and that the crew leaders be held responsible to the State and Federal Departments of Labor, Agriculture, and the U.S. Department of Internal Revenue."

We appreciate your interest in this social problem and I am only too glad to reply personally as I have been an active participant in the migrant programs for over 10 years having served as first President of the Chester County Migrant Committee, Inc. and having served on the Governors Migrant Committee in Harrisburg from 1960 through 1966.

As to responsibility of the crew leaders, let me assure you that the State of Pennsylvania has been a leader in this field and for many years now all crew leaders are required to be licensed annually and were held accountable to the Pennsylvania Department of Labor and Industry for the conditions of their buses and their financial accounting both to the contractors for whom they worked and to the members of their crews. It is understandable that this has been difficult to enforce but steady progress has been made and conditions today in this field are vastly improved over those that existed when we organized the Chester County Migrant Committee in 1957.

As to contractual agreements between the crew leader and the worker, it must be recognized that the agreement must work to the mutual advantage of both the worker and the crew leader. The crew leader finds the work and supplies the transportation, manages living facilities and is responsible for much of the social problems in a camp, and of course, collects the money and redistributes it to the worker.

A commonly prevailing arrangement calls for the crew leader to collect 20 c for each basket of tomatoes picked; to retain 2 c for his management function and to pay the worker 18 c. He also deducts from his 18 c any advances which he had made for food, clothing or other expenses that was expended for the benefit of the worker. This introduces considerable opportunity for error unless careful accounts are kept and it has been difficult to train crew leaders to keep precise accounts. If the crew leader is not basically trustworthy it is difficult to guarantee a proper accounting with the worker and where there is difinite evidence of repeated dishonesty on the part of the crew leader, it has been the practice of the Department of Labor and Industry in Harrisburg to refuse him a license to operate for the coming season.

It must also be realized that the workers have a responsibility to the crew leader and when a contract is signed they must agree to stay with the crew leader under the terms of the contract and not to run off with some other crew leader when a higher wage is offered. This happened quite extensively last year when crew leaders from New Jersey, Northern Pennsylvania and New York State pirated much of the migrant labor away from this area.

There is no easy answer to this social problem. Mechanized harvest equipment for fruit and vegatables is rapidly reducing the need for migrant labor but vast outlays of new capital are required and we still are far from complete mechanization.

In the meantime, your concern and involvement in this problem is deeply appreciated.

Sincerely,
J. CARL EMPIE
County Commissioner